MY ENGLISH COURSEBOOK

STANDARD NINE



The Constitution of India

Chapter IV A

Fundamental Duties

ARTICLE 51A

Fundamental Duties- It shall be the duty of every citizen of India–

(a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;

(b) to cherish and follow the noble ideals which inspired our national struggle for freedom;

(c) to uphold and protect the sovereignty, unity and integrity of India;

(d) to defend the country and render national service when called upon to do so;

(e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities, to renounce practices derogatory to the dignity of women;

(f) to value and preserve the rich heritage of our composite culture;

(g) to protect and improve the natural environment including forests, lakes, rivers and wild life and to have compassion for living creatures;

(h) to develop the scientific temper, humanism and the spirit of inquiry and reform;

(i) to safeguard public property and to abjure violence;

(j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;

(k) who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.

The Coordination Committee formed by GR No. Abhyas - 2116/(Pra.Kra.43/16) SD - 4
Dated 25.4.2016 has given approval to prescribe this textbook in its meeting held on 3.3.2017

MY ENGLISH COURSEBOOK

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Maharashtra State Bureau of Textbook Production and Curriculum Research, Pune.

The digital textbook can be obtained through DIKSHA APP on a smartphone by using the Q. R. Code given on title page of the textbook and useful audio-visual teaching-learning material of the relevant lesson will be available through the Q. R. Code given in each lesson of this textbook.

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The Constitution of India

Preamble

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC and to secure to all its citizens:

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the unity and integrity of the Nation;

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.

NATIONAL ANTHEM

Jana-gana-mana-adhināyaka jaya hē
Bhārata-bhāgya-vidhātā,

Panjāba-Sindhu-Gujarāta-Marāthā
Drāvida-Utkala-Banga

Vindhya-Himāchala-Yamunā-Gangā
uchchala-jaladhi-taranga

Tava subha nāmē jāgē, tava subha āsisa māgē,
gāhē tava jaya-gāthā,

Jana-gana-mangala-dāyaka jaya hē
Bhārata-bhāgya-vidhātā,

Jaya hē, Jaya hē, Jaya hē,
Jaya jaya jaya, jaya hē.

PLEDGE

India is my country. All Indians are my brothers and sisters.

I love my country, and I am proud of its rich and varied heritage. I shall always strive to be worthy of it.

I shall give my parents, teachers and all elders respect, and treat everyone with courtesy.

To my country and my people, I pledge my devotion. In their well-being and prosperity alone lies my happiness.

Preface

Dear Students,

Welcome to Std IX. We are happy to place this '**My English Coursebook**' in your hands.

English has been a part of your studies since Std I. Now you can read and understand simple English passages. You can now use English in familiar everyday situations. You can use English to express your thoughts and ideas in writing. You can handle different forms of writing. In Std IX, you will practise all this some more, and also learn to study on your own, to think independently, and to express yourself more effectively. You will also get acquainted with the beauty of English language and literature.

Our main aim is to help you use English with confidence. We want you to be able to ask questions, gain knowledge and new skills, be creative and to spend your free time joyfully. That is why, we want you to take part in all the activities and exercises in the 'Warming up!' and 'English Workshop' sections without feeling shy. Talk to your teacher freely about the problems and difficulties you face while studying this textbook. Many of the activities are designed to show you ways of thinking and learning on your own. The more you use them, the better you will learn.

We will be happy if you share your feelings about the contents of this book with us. We hope you enjoy studying it throughout the year.

Wish you all the best in your studies!

(Dr Sunil Magar)
Director
Maharashtra State Bureau of Textbook
Production and Curriculum Research, Pune.

Pune
Date : 28 April, 2017
Akshayya Tritiya
Indian Solar Year :
8 Vaishakh 1939

For Teachers –

1. Please take into account the various competencies specified on the following page alongside. They indicate the areas of language developments and the stages which the students are expected to reach by the end of Std IX. You can plan your classroom interaction and assessment of students in the light of these specific goals.

2. The coursebook is designed to help the students in many ways –

   2.1 To learn to use the English language effectively: To learn to communicate their own ideas, thoughts and feelings in English clearly, in an appropriate manner.

   2.2 To enjoy and appreciate literature in English: The textbook includes a few extracts from classics of English and world literature to enable students to appreciate literary pieces and human values.

   2.3 To use English as a medium of studying other subjects: To use English to seek knowledge in other areas of study like science, geography, and even art and craft; learning to properly organise and present the information or knowledge one gets through English; learning to identify the difficulties in one's understanding and then to make efforts to overcome them; 'personalise' learning by making notes for reference, to analyse and evaluate the information, and so on. Many activities in the textbook focus on these 'study skills'. They will enable the students to use English throughout their life as an effective medium of learning.

   2.4 Learning about language: At this stage, students may now be ready to consciously try to understand how the language works, and to use the knowledge to correct and improve their own work. The Language Study section given at the end should be used as a ready reference in the classroom and not for mechanical drilling. Show the students how they can use it on their own.

3. Please go through the entire book before you start teaching it. A variety of activities and games are provided here in the 'Warming up!' and 'English Workshop' sections. These activities and games can be used again and again according to the needs and interests of your class.

4. **Most of the games and activities in the book involve open-ended questions. Please give the students enough time and opportunity to respond to these using their own ideas. Do not use readymade (or 'teacher made') answers. This is especially important for activities that involve analytical and critical thinking.**

5. An innovative teacher may come up with many parallel or extension activities but do take care to see that all tasks and activities given in the textbook are carried out first.

Statement of Competencies

Listening

- Listen attentively to an entire speech, story, poem, programme, etc.
- Predict the next part of a narration, conversation, description.
- Summarize a story, conversation, play, informative speech or debate.
- Think critically about the information being presented.
- Understand other people's points of view.
- Appreciate an effective presentation, understand what makes it effective.
- Note different styles of presentation (oral).
- Understand the meaning of rhetorical questions and ironical expressions.
- Tally/Verify the information/ experiences being presented with his/her own observations/ experiences/previous knowledge.
- Analyse the content/argument being presented.
- Form his/her opinions after analysing what is presented.
- Reflect on what is heard/presented.
- Understand English spoken in different parts of India irrespective of the variations.
- Note the pronunciation and usage of new words/expressions.

Speaking

- Read aloud a poem highlighting its rhyme and rhythm.
- Initiate a conversation in English (with friends, elders, etc.).
- Sustain a conversation.
- Contribute meaningfully to a conversation.
- Talk about one's opinions, points of view, present an argument.
- Explain a concept, problem.
- Describe real or imagined things, people, situations, emotions, etc. in detail.
- Use idiomatic expressions appropriately with ease and confidence.
- Sum up/paraphrase a given text.
- Discuss/talk about the characters, situations, plots, themes, etc. of a literary piece.
- Communicate displeasure, disagreement, difference of opinion politely but firmly.
- Communicate pleasure, appreciation, support politely.
- Compere a program.
- Make efforts to improve his/her own pronunciation and speech.
- Choose appropriate vocabulary/ expressions in various formal/informal situations.

Reading

- Read patiently till the end of the piece.
- Understand the overall structure of a literary piece : stanzas and refrain in a song, stanzas and rhyme scheme in a verse, the various threads in a story/play, etc.
- Understand the nature of the piece of writing – informative, advertising, emotional (appealing), imaginative, persuasive, argumentative, etc.
- Appreciate precision, clarity, transparency in writing.
- Read carefully to understand a new concept/idea.
- Relate and evaluate the information against one's previous knowledge and develop further insight. (social media)
- Understand and appreciate wit and humour in writing.
- Judge/find the authenticity/source of a piece of writing. (social media)
- Learn new words, expressions and enrich his/her vocabulary through reading.
- Understand new constructions through reading.
- Develop respect for one's identity as an Indian.
- Understand and appreciate use of literary devices, figures of speech, etc.
- Understand/empathise with other points of view.
- Understand different interpretations of a literary piece.

Writing

- Attempt calligraphy and decorative writing.
- Write correctly. (Avoiding mistakes in spelling, grammar, etc.)
- Review and if necessary correct his/her own work as a matter of habit.
- Write formal letters in the expected format.
- Explain a concept/an idea in detail.
- Expand on a theme.
- Prepare a conversation/dialogue individually.
- Write an essay.
- Express one's own thoughts and ideas coherently and effectively.
- Express one's feelings/emotions using appropriate language.
- Compare and contrast : one's own experiences with those of others.
- Review a book/a film/a play, etc.
- Attempt using different styles of writing and different literary devices in creative writing.
- Use quotations, idiomatic expressions, etc. appropriately in writing.

Study Skills

- Make notes for personal references while listening/reading.
- Remember and recall necessary information (and the way it is organised) with the help of personal notes.
- Revise (increasingly larger) chunks of information mentally.
- Identify which learning strategies work best for oneself and use them.
- Use reference materials such as different dictionaries, encyclopedias, etc. effectively.
- Compile lists of useful words, expressions, idioms, definitions, formulas, etc.
- Translate different types of informative texts from mother tongue into English and English into mother tongue.
- Translate literary pieces from mother tongue into English and English into mother tongue.
- Identify and correct if necessary, the influence of mother tongue on his/her English.
- Prepare/compile bilingual glossaries, and other reference materials including graphics.
- Use resources from other languages while speaking/writing in English.
- Frame probing questions to find additional information, to find precise answers to one's query.
- Prepare questionnaires so as to compile data in a convenient form.
- Present information in a concise, lucid manner, and choose appropriate graphics to do so.
- Paraphrase a word/phrase.
- Use facilities like online applications, know how to make online payments, etc.
- Use the computer/internet for the purpose of translation/transcription.
- Prepare a presentation with the help of a computer.
- Appreciate and/or critically examine programmes, films, etc. available through mass media/internet etc.
- Use the computer/internet for the purpose of translation/transcription.

Language Study

- **Parts of Speech :** Finite verbs and infinitives – Participles and gerunds – Determiners
- **Sentence Structure :** Types of clauses – Passive constructions
- **Vocabulary and Word Building :** Compound words – Changing word class
- **Punctuation :** Colon and Semi-colon
- **Speech :** Stress and Intonation
- **Figures of Speech :** Euphemism, Pun, Irony, Antithesis

Contents

Let's Begin!

UNIT 1

Acrostics

Write your first name in capital letters. Arrange the letters one below the other.

Write an English word or phrase beginning with each letter in your name. Try to find words that are related to you or the meaning of your name.

England

Name

Global

Language

International

School subject

Higher education

List five words from your mother tongue for which you don't know the English words, but want to find them. See if your friends can give you those words. Find the remaining words with the help of your teacher/the internet/a good bilingual dictionary.

Sentences

Form pairs. Each person in the pair writes the names of two objects on his own. Then, work in pairs and try to form sentences, each of which has all the four words.

Know your Teacher

Interview your teacher using the following points –

- His/Her name
- The qualities he/she likes best in his/her students
- His/Her favourite English author/book/film, etc.
- His/Her favourite teacher in school or college, and the reasons why he/she liked that teacher.
- What your teacher would like you to focus on in Std IX.

Priorities

Hold a discussion in the classroom to decide your priorities for this year's work. Together with your classmates and teacher, number the following in order of priority. You may add more features to this list.

- pronunciation
- speaking
- listening to English programmes on radio and TV.
- searching something in English every day.
- learning rules of grammar
- learning rules of punctuation
- learning to correct your own work
- writing independently
- memorizing spellings
- copying words and lines from the board/books. (You may add to this list.)

The teacher may allow students to use their mother tongue while discussing the priorities.

Allow the students five minutes of open-ended chit-chat. The teacher should make sure that students use English for this 'chit-chat'.

1.1 Walk a little slower ...

Warming up!

Chit-Chat

Form pairs or groups of four. Use these questions to start a conversation with your friends.

- Are you a talkative person?
- Do you like to share your thoughts?
- What would you like to do after 10^{th}?

My Thoughts

We often need to communicate our thoughts and feelings to others. Sometimes we do that freely. Sometimes we are not able to do so because of various reasons. Let's review it in this activity.

Try to complete each sentence using a new idea. These are open ended questions. You and your friends need not write the same answers.

Form groups of 4-6. Discuss the following with your friends in the group and then complete the sentences.

(a) I would like to talk to

- my mother about swimming lessons.
- my father about ....
- my teacher about ....
- my best friend about ....
- my grandparents about ....
- my neighbours about ....

(b) I would like to learn to

- .... from my best friend
- .... from my grandmother
- .... from my teacher
- .... from my neighbour
- play chess from my cousin

(c) I hesitate to talk to my

- .... about my studies
- .... about the way he/she talks to my friends
- .... about what I would like to do in future
- .... about how I want to spend my holidays
- .... about my favourite movies
- .... about the things I want to buy

Allow the students enough time to talk about their thoughts and feelings. They may use their mother tongue in the course of the group discussion, but they should complete the sentences in English, using their own ideas and experiences.

Walk a little slower ...

'Walk a little slower, Daddy,'
Said a little child so small.
'I'm following in your footsteps
And I don't want to fall.

'Sometimes your steps are very fast,
Sometimes they are hard to see;
So, walk a little slower, Daddy,
For you are leading me.'

'Some day when I'm all grown up,
You're what I want to be;
Then I will have a little child
Who'll want to follow me.

'And I would want to lead just right,
And know that I was true;
So walk a little slower, Daddy,
For I must follow you.'

– *Author Unknown*

✦ What would happen if the child tried to walk fast? Why?

✦ Does the word walk refer only to the act of walking? What does the poet actually mean to say?

✦ What do the 'footsteps' of the father refer to?

ENGLISH WORKSHOP

1. Read the poem aloud.
2. Put the words given in brackets in the proper blanks.
   (a) The .... is talking to its .... (father/child)
   (b) The .... is leading and the .... is following. (father/child)
   (c) Someday the .... will become a .... (father/child)
   (d) The .... does not wish to fall while following its .... (father/child)

✦ What qualities of your parents/elders would you like to adopt?

2. **Find and write pairs of rhyming words** from the poem. (Words that appear at the end of the line.)

3. The meanings of the words in the following pairs show that they are related

   - Daddy/father ⇆ child
   - follow ⇆ lead

   Find five more **pairs of related words –**

   Examples : • teacher : .... • doctor : .... • give : ....

   • .... • .... • .... • .... • ....

4. The child in the poem requests his father to walk slower. Here, the poet implies that the child wants to understand his father's actions better. The child would like to act the same way, but wants the father to be more understanding towards the child's needs. **What is implied** in the following lines?

   (a) Sometimes, your steps are fast ...

   (b) Sometimes your steps are hard to see ...

   (c) I would want to lead just right ...

   (d) And know that I was true.

5. **Using your own ideas, frame** three **sentences** that show continuous action.

   Example : You are leading me.

6. Using your own ideas, frame at least three sentences that show future action or state.

   Examples : • Who'll (who will) want to follow me.

   • When I'm all grown up ...

7. **Discuss** the following and **write the summary** of your discussion in the form of **bullet points**.

   (a) How are certain ideas/customs/knowledge passed on from one generation to the next?

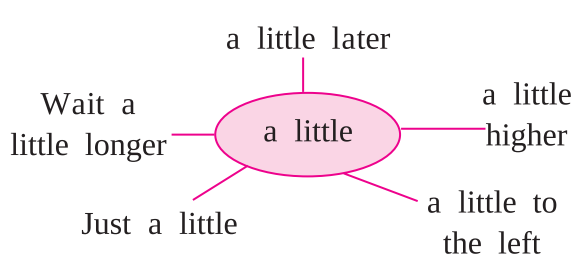
   (b) Is it necessary for children to follow the footsteps of their forefathers? If yes, why? Why is it sometimes necessary to change the old ways?

Allow students to write on their own in activity 7. Here, their confidence and expression are more important than grammatical accuracy.

8. Do you have a role model? What qualities do you appreciate in your role model?

9. Think of an occasion when you did not like the decision/actions of your family members but realised later on that they were right. Write about it in 5-8 lines.

10. Within two minutes, write as many phrases or sentences as you can using 'a little'.



1.2 The Fun they Had

Warming up!

Chit-Chat

- What do you like best about your school?
- Do you think school is fun?
- Which is the part that you don't like?
- How often should the teacher give you a test?

The teacher should dictate the words in 'Classify!' one by one, giving students enough time to write the word in the appropriate column.

Classify!

1. Listen carefully and write each word in the appropriate column/columns.

ancient	modern	futuristic

- bicycles
- wheels
- bullock carts
- tar roads
- ships
- computers
- floppy disks
- audio/video cassettes
- telephone
- books
- vacuum cleaners
- umbrellas
- earthen stoves
- fans
- geography

- bullet trains
- robots
- horse-drawn carriages
- spaceships
- television
- windmills
- earth movers
- brushes
- mobile phones
- notebooks
- ball pens
- water on tap
- electric lamps
- air conditioners
- microbiology

- school
- flying cars
- tonga
- homework
- aeroplanes
- cameras
- axes
- mortar and pestle
- hot air balloons
- headphones
- tests
- solar lamps
- electric lamps
- candles
- grammar

✦ Can you think of any devices/objects that came into use in the recent past but are now outdated?

Find an example of outdated devices/words from the list given here. Think of other examples on your own.

2. Listen to the pronunciation of these words and practise saying them properly yourself.

- grandfather
- geography
- satisfactory
- superior
- pronouncing
- betcha
- nonchalantly

The teacher should demonstrate the use of an online dictionary or the audio available on the CD/DVD of a dictionary or a good dictionary in an electronic format.

The Fun they Had

Margie even wrote about it that night in her diary. On the page headed 17 May 2157, she wrote, 'Today Tommy found a real book!'

It was a very old book. Margie's grandfather once said that when he was a little boy his grandfather told him that there was a time when all stories were printed on paper.

They turned the pages, which were yellow and crinkly, and it was awfully funny to read words that stood still instead of moving the way they were supposed to - on a screen, you know. And then when they turned back to the page before, it had the same words on it that it had when they read it the first time.

"Gee," said Tommy, "what a waste! When you're through with the book, you just throw it away, I guess. Our television screen must have had a million books on it and it's good for plenty more. I wouldn't throw it away."

"Same with mine," said Margie. She was eleven and hadn't seen as many telebooks as Tommy had. He was thirteen.

She said, "Where did you find it?"

"In my house." He pointed without looking because he was busy reading. "In the attic."

"What's it about?"

"School."

Margie was scornful. "School? What's there to write about school? I hate school."

Margie always hated school, but now she hated it more than ever. The mechanical teacher had been giving her test after test in geography and she had been doing worse and worse until her mother had shaken her head sorrowfully and sent for the County Inspector.

He was a round little man with a red face and a whole box of tools with dials and wires. He smiled at Margie and gave her an apple, then took the teacher apart. Margie had hoped he wouldn't know how to put it together again, but he knew how all right, and, after an hour or

- When does the story take place?
- What does Margie mean by 'a real book'?
- Margie and Tommy use 'telebooks'. What are they like?
- Margie uses a diary. What would it be like?
- What do we understand by the words, 'took the teacher apart'?

so, there it was again, large and black and ugly, with a big screen on which all the lessons were shown and the questions were asked. That wasn't so bad. The part Margie hated most was the slot where she had to put homework and test papers. She always had to write them out in a punch code they made her learn when she was six years old, and the mechanical teacher calculated the marks in no time.

The Inspector had smiled after he was finished and patted Margie's head. He said to her mother, "It's not the little girl's fault, Mrs Jones. I think the geography sector was geared a little too quick. Those things happen sometimes. I've slowed it up to an average ten-year level. Actually, the overall pattern of her progress is quite satisfactory." And he patted Margie's head again.

Margie was disappointed. She had been hoping they would take the teacher away altogether. They had once taken Tommy's teacher away for nearly a month because the history sector had blanked out completely.

So she said to Tommy, "Why would anyone write about school?"

Tommy looked at her with very superior eyes. "Because it's not our kind of school, stupid. This is the old kind of school that they had hundreds and hundreds of years ago." He added loftily, pronouncing the word carefully, "Centuries ago."

Margie was hurt. "Well, I don't know what kind of school they had all that time ago." She read the book over his shoulder for a while, then said, "Anyway, they had a teacher."

"Sure they had a teacher, but it wasn't a regular teacher. It was a man."

"A man? How could a man be a teacher?"

"Well, he just told the boys and girls things and gave them homework and asked them questions."

"A man isn't smart enough."

"Sure he is. My father knows as much as my teacher."

✦ Which part of the machine did Margie hate most?

✦ What fault did the Inspector repair?

✦ What is Margie like as a student – bright, average or below average?

✦ Do you think the school described in the 'book' existed centuries ago?

- loftily : airily, in a superior tone
- betcha : surely
- dispute : argue, quarrel with

“He knows almost as much, I betcha.”

Margie wasn’t prepared to dispute that. She said, “I wouldn’t want a strange man in my house to teach me.”

Tommy screamed with laughter. “You don’t know much, Margie. The teachers didn’t live in the house. They had a special building and all the kids went there.”

“And all the kids learned the same things?”

“Sure, if they were the same age.”

“But my mother says a teacher has to be adjusted to fit the mind of each boy and girl it teaches and that each kid has to be taught differently.”

“Just the same they didn’t do it that way then. If you don’t like it, you don’t have to read the book.”

“I didn’t say I didn’t like it”, Margie said quickly. She wanted to read about those funny schools.

They weren’t even half finished when Margie’s mother called, “Margie! School!”

Margie looked up. “Not yet, Mamma.”

“Now!” said Mrs Jones. “And it’s probably time for Tommy, too.”

Margie said to Tommy, “Can I read the book some more with you after school?”

“May be.” he said nonchalantly. He walked away whistling, the dusty old book tucked beneath his arm.

Margie went into the schoolroom. It was right next to her bedroom, and the mechanical teacher was on and waiting for her. It was always on at the same time every day except Saturday and Sunday, because her mother said little girls learned better if they learned at regular hours.

The screen was lit up, and it said: “Today’s arithmetic lesson is on the addition of proper fractions. Please insert yesterday’s homework in the proper slot.”

Margie did so with a sigh. She was thinking about the old schools they had when her grandfather’s grandfather was a little boy. All the kids from the whole neighbourhood came, laughing and shouting in

- Do you think Tommy likes the school in the olden days?

- Is Tommy Margie’s brother or friend?

  Find the sentences that help you to decide that.

- Would you like your own mechanical teacher?

- nonchalantly : in an indifferent; cool manner

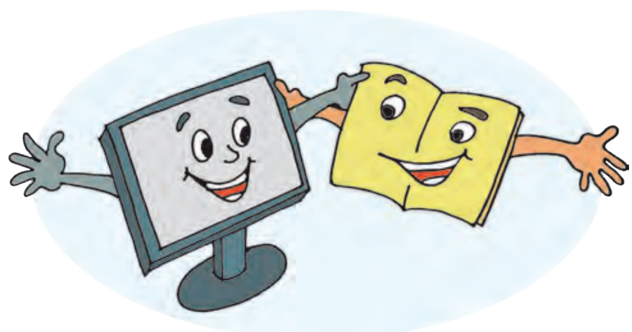
the schoolyard, sitting together in the schoolroom, going home together at the end of the day. They learned the same things, so they could help one another with the homework and talk about it.

And the teachers were people ...

The mechanical teacher was flashing on the screen : When we add fractions 1/2 and 1/4 ...”

Margie was thinking about how the kids must have loved it in the old days. She was thinking about the fun they had.

– *Isaac Asimov*



✦ Do you agree with Margie?

✦ What changes would you like to see in your own school?

✦ Do you have fun playing/studying with your friends?

✦ Do you play outdoor games?

✦ Do you have fun playing video/ mobile games? Which games do you play?

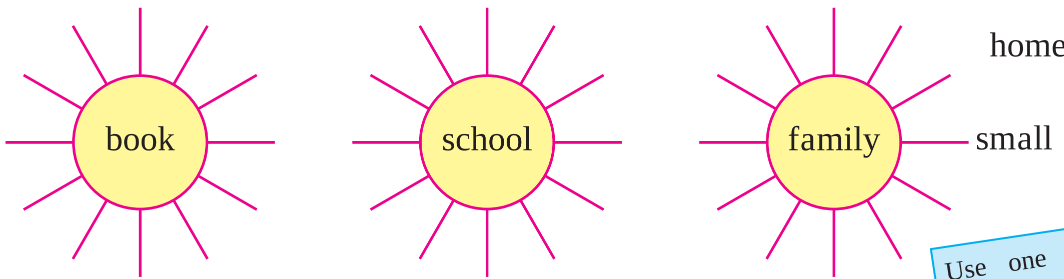
ENGLISH WORKSHOP

1. Use the proper punctuation mark.
   (a) Where did you find it
   (b) What’s it about
   (c) They had a teacher
   (d) How could a man be a teacher
   (e) Sure, if they were the same age

2. The following sentences have an unusual meaning in the context of the story. **Write** what these sentences would mean today, and **what they mean in the context** of the story.
   (a) She had been hoping they would take the teacher away altogether.
   (b) They had taken Tommy’s teacher away for nearly a month.
   (c) It wasn’t a regular teacher. It was a man.
   (d) How could a man be a teacher?
   (e) A teacher has to be adjusted to fit the mind of each boy and girl it teaches.

Make the students aware that this change in meaning according to change in the context gives rise to humour.

3. Write words related to the following words. (At least ten words each.)



Use one minute to write one set of related words.

4. Discuss: How would you like to learn – from a human teacher or a mechanical teacher? **Present** your arguments **in the form of a chart**.

Human teacher		Mechanical teacher	
Advantages	Disadvantages	Advantages	Disadvantages

5. Rewrite the following using complete words instead of **contracted forms**.

(a) ...when you're through.

(b) ...and it's good for plenty more.

(c) I wouldn't throw it away.

(d) She hadn't seen as many telebooks.

(e) "What's it about?"

(f) I've slowed it up.

(g) I don't know.

(h) It wasn't a regular teacher.

Language Study

6. **Underline the verbs and choose the correct option** from the brackets.

(a)

- Margie even wrote about it.
  (present tense/past tense)
- Today Tommy found a new book.
  (present tense/past tense)
- My father knows as much as my teacher.
  (present tense/past tense)

(b)

- Margie was scornful.
  (singular/plural)
- This is the old kind of school.
  (singular/plural)
- And the teachers were people ...
  (singular/plural)

Thus, we see that verb forms show tense, number, etc. Here, the verb form changes according to the subject. A verb form which is decided by and changes according to the subject of the sentence is known as a **finite verb**.

Example: 'You **are** very kind.' If the subject 'you' is changed to 'she', the sentence will be 'She **is** very kind.'

Now change the verb form according to the change in the subject.

I don't know : Change 'I' to 'She'.

My father knows : Change 'My father' to 'We'

I am following in your footsteps : Change 'I' to 'He'.

7. Activity : **Live English : Online shopping**

(a) Read the following conversation between two cousins.

> Note that the word 'Live' rhymes with 'five' and not with 'give'. Here, it is used as an adjective.

Tejaswini : Hi, Santosh. What are you thinking about?

Santosh : Hi, Teju. Next week's Didi's birthday. We want to give her a surprise gift.

Tejaswini : Great idea! What is your surprise gift?

Santosh : Well, we don't have any big shops here, there's little to choose from. Nothing new or surprising.

Tejaswini : So why don't you try online shopping?

Santosh : Is it safe?

Tejaswini : Yes, it is. If we take proper care, it is one of the most convenient ways of shopping. Plus, you will get so much variety.

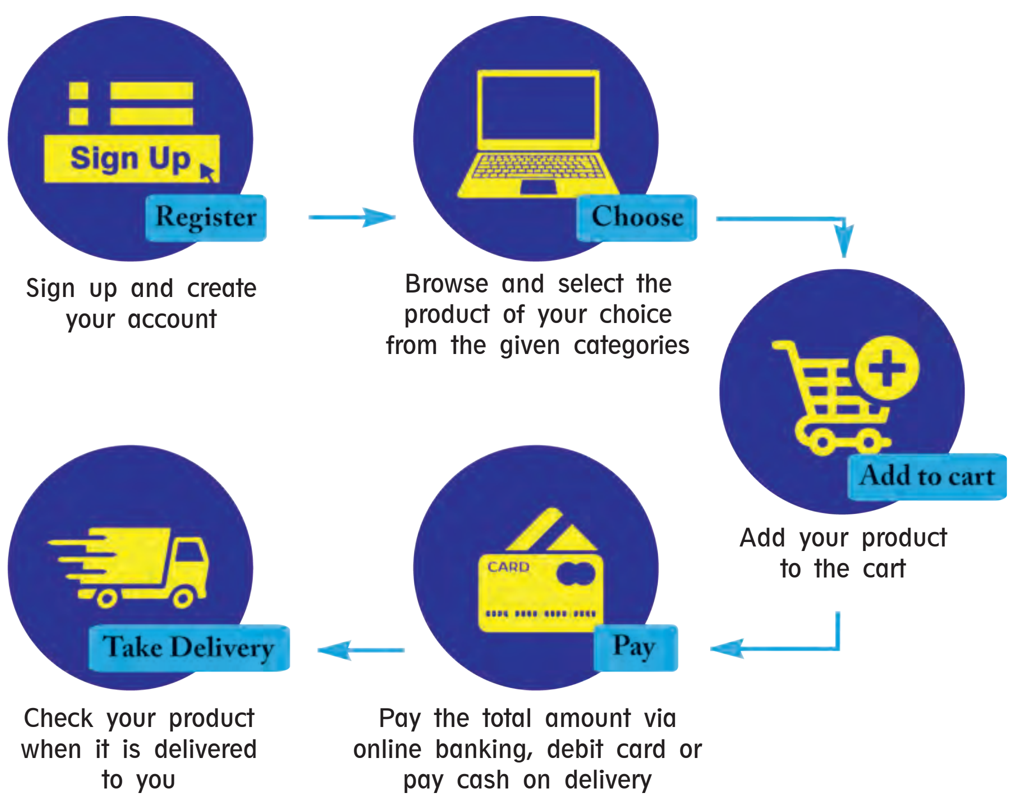
Santosh : True. But I don't know how to do it.

Tejaswini : It's ok. I will show you. Do you have an internet connection?

Santosh : Yes.

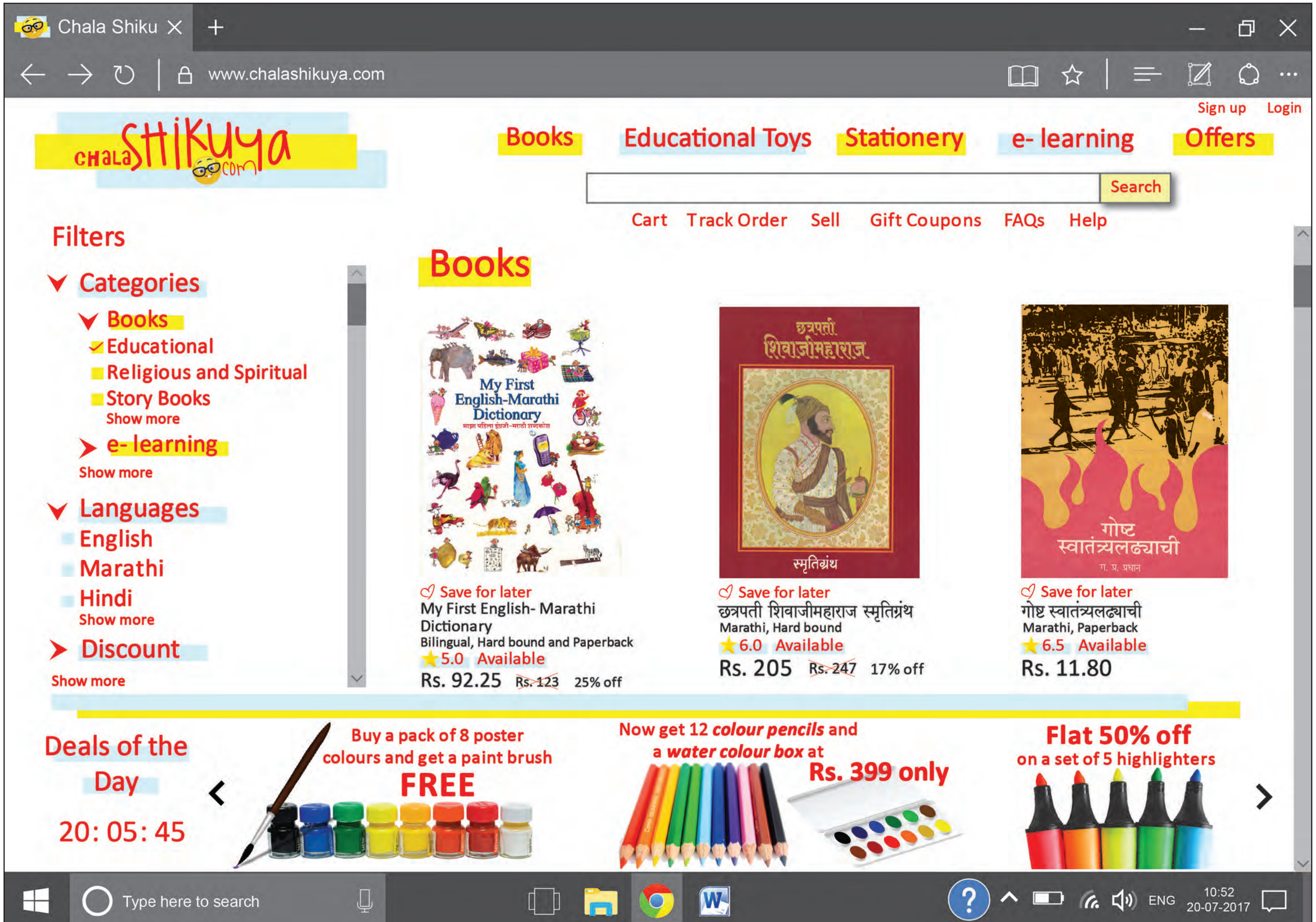
Tejaswini : That's good, then. We can do it in five easy steps. Let's start.

Online shopping in 5 easy steps :



(b) **Write in a step-by-step manner**, how Tejaswini and Santosh bought a gift for Didi online.

(c) Use this website (*www.chalashikuya.com*) to try your hand at a practical/mock trial of online shopping.



Look at above webpage and tell :

- The name of the website
- What we can buy there
- The offer on poster colours

(d) Read the following questions and answers. Form pairs and **frame similar questions and answers** for this website.

How to use this website:

1. If I want to buy a story book on this website, where can I find it?
   - In the categories on the left, in the options under Books you will find story books. Click that option.
2. I want a CD of the dictionary.
   - Go to 'e-learning'. Under that Click the 'dictionary' option.
3. Where can I look for books in the Hindi language?
   - You can go to the Languages option on the left and tick the box before Hindi.
4. How can I find what discounts are available?
   - Under the filters on left you will find discounts.
5. Are there any specific deals/offers on specific days?
   - There is a CSY (Chalashikuya) deal. You can click on it and find out the deal of the day.
6. Can I purchase only one thing at a time?
   - No, you can buy many things at a time. Select whatever you want and add to the cart and then browse again for another product.
7. When will my order be delivered?
   - Maximum in 10 working days. You can also track your order by clicking the icon 'track order.'
8. There is one icon 'Gift Coupons'. What does it mean?
   - You can give a gift coupon to your friend by using this icon and he/she can purchase the product of his/her choice with the help of it.
9. Is this site only for purchasing?
   - No, you can also sell your old books and other educational things here.
10. How can I find out whether the product is good or not?
    - You can see the ratings and reviews of users below each product.

(e) Suppose one of your parents or an older relative wants to know about online shopping and you are explaining how to do it. **Write a conversation** between you and your parent/relative about it.

(f) Form pairs. **Discuss the advantages and disadvantages** of online shopping and fill the following table.

Advantages	Disadvantages
1. Time saving	1. Delay in delivery
2.	2.
3.	3.
4.	4.
5.	5.

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- **Write a paragraph** on 'Online Shopping' using the points in the above table.

1.3 'Hope' is the thing with feathers –

Warming up!



(a) **marooned on an island**



(b) **lost in a forest**



(c) **stranded on the highway**

Chit-Chat

- Do you ever feel nervous?
- Do you ever feel really depressed?
- What makes you nervous or depressed?
- What do you hope for on these occasions?
- Have you hoped for something that you knew was difficult?
- What do you have to do to fulfil your hopes?

The Only Ray of Hope

Divide the class into groups of 4-6. Each group selects for itself, one of the difficult situations listed below. They imagine themselves to be in that situation and carry on with the rest of the activity.

(a)

A group of passengers are marooned on an island in the middle of the ocean

(b)

A group of pilgrims travelling on foot have lost their way in a thick jungle.

(c)

A team of players from an office have got down at the wrong place on a highway at night. It is a lonely spot.

Let each group make a presentation with the help of what they have written.

Allow students to name anything they can think of, without restricting the choices. A few suggestions are : a torch, a whistle, food packets, a bottle of water, plastic/paper bags, newspaper, a knife, rope, matchbox, needle and thread, mobile phones, a stick, a piece of cloth, a basket.

- **Describe your surroundings** in 4-5 sentences.
- Write the reactions of your companions using **exclamations**.
- Using your imagination, write what is the only ray of hope for you.
- Two members of your group are going out to try to get help. They can take any five things with them. **Write what** they choose, **and why** they choose it.

‘Hope’ is the thing with feathers –

‘Hope’ is the thing with feathers -
That perches in the soul -
And sings the tune without the words -
And never stops - at all -

And sweetest - in the Gale - is heard -
And sore must be the storm -
That could abash the little Bird
That kept so many warm -

I’ve heard it in the chillest land -
And on the strangest Sea -
Yet - never - in Extremity,
It asked a crumb - of me.

– *By Emily Dickinson*

- perches : alights, roosts
- Gale : very strong wind
- sore : causing great pain
- abash : make uneasy, make it keep quiet



Think, discuss and answer :

✦ What would be the ‘hope’ bird’s food? Can it live on without that food?

- chillest land : Here, it means the most difficult circumstances
- Extremity : Here, it means the worst of the situations

ENGLISH WORKSHOP

1. Match the following.

(A)	(B)
(1) Hope	(a) difficulties and problems
(2) Gale / storm	(b) toughest times in life
(3) keep warm	(c) a very small bit
(4) chillest land	(d) a nest in the tree
(5) a crumb	(e) provide comfort
	(f) Bird

2. **Use the proper form of the verb** in each line.

‘Hope’ is the thing with feathers –
That (perch) in the soul –
And (sing) the tune without the words –
And never (stop) at all –

3. Read the examples and fill in the blanks in the same pattern.

(a) Examples : • sweet – sweeter – sweetest

- fast – faster – ....
- high – .... – highest
- great – .... – ....
- warm – .... – ....
- slow – slower – ....
- low – .... – lowest
- bright – .... – ....
- cold – .... – ....

(b) Examples : • strange – stranger – strangest

- brave – .... – bravest
- simple – .... – ....
- close – .... – ....
- fine – .... – finest
- large – .... – ....
- wise – .... – ....

(c) Examples : • pretty – prettier – prettiest (Note the changes in the last letter.)

- nasty – .... – ....
- angry – .... – ....
- hungry – .... – ....
- naughty – naughtier – naughtiest

4. Find the phrases/lines in the poem that mean the following :

(a) Hope is a light, delicate thing : ....

(b) Hope offers comfort to your soul : ....

(c) Hope is not a wordy thought, it is more like a feeling, an emotion : ....

(d) In the most difficult times, hope offers the greatest comfort : ....

(e) Hope is not easily defeated : ....

(f) Hope has given comfort to many people : ....

(g) Hope lives on in very hard times, even when it gets nothing from you : ....

656FDF

5. We can relate many of our feelings and experiences to events or things in nature. Which of our feelings or experiences can we relate to the following?

- darkness : ....
- sunrise : ....
- sunshine : ....
- a rainbow : ....
- dark clouds : ....
- a peacock : ....
- a storm : ....
- a light shower : ....
- earthquake : ....
- dawn : ....
- dusk (evening) : ....
- flood : ....

6. **Write in a few lines**, about an experience of your own where you scored in your exams much more than you hoped for. What did that experience teach you?

Language Study

7. This poem is an example of **personification**. When we refer to inanimate objects, ideas, emotions as living things, it is an example of personification. Here, 'hope' is portrayed as a little bird. Describe it in your own words.

Find other examples of personification.

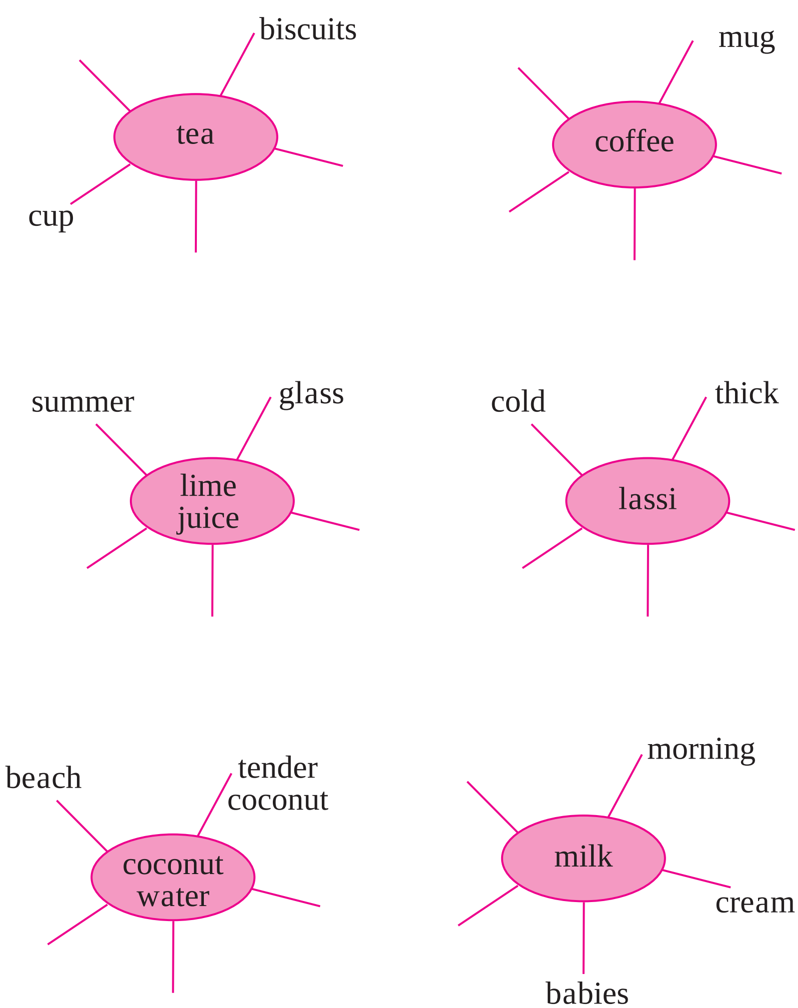
1.4 The Story of Tea

Warming up!

Chit-Chat

- Can you make tea?
- How do you make tea?
- What brand do you like?
- At home, who makes tea/coffee for everybody?
- Have you seen a tea-plantation? What was it like?

- **Write** the names of as many beverages as you can **within two minutes**. What do the following beverages remind you of? **Draw word webs** to show your associations.



✦ Form pairs and write the process of making tea in a step-by-step manner.

✦ When you draw word webs, think of describing words or adjectives describing colour, quality, feel, aroma, taste, etc.

Then think of the actions associated with the words : sip, slurp, gulp, swallow, heat, cool, boil, filter, pour, etc.

You can easily think of other objects associated with it.
- spoon, straw, etc., ingredients

✦ Compare your webs with those of your friends and add more words to your vocabulary.

The Story of Tea

Let us begin with a question : can you name the most widely consumed beverage in the world, after water?

Perhaps many of you have guessed the answer : the most popular beverage in the world is tea – the fresh, aromatic brew with which people like to begin their day. It has a refreshing, astringent flavour. It is actually made by brewing, that is by infusing in boiling water, the leaves and shoots of a plant whose botanical name is the *Camellia sinensis*. The leaves are at first dried, cured and processed before they are packed and sold to us.

Camellia sinensis is an evergreen plant that grows in tropical and sub-tropical climates. Tea plants require at least 100-125 cm of rainfall a year and prefer acidic soils. Many of the world's best tea estates are located on hill slopes at elevations of up to 1500 metres : it is said that the tea plants grow slowly and acquire a richer flavour at this height.

When the plants mature, only the top 1-2 inches of the plant are picked. These buds and leaves are called flushes. A new flush appears on the plant every seven to ten days during the peak growing season. Left to grow on its own, the tea plant may actually grow into a small tree. But in all tea gardens, the plants are pruned and kept at a height of about three feet (waist high) to enable easy plucking of the leaves.

The teas we buy are usually classified according to their leaf size. Accordingly we have (1) Assam type of tea, characterised by the largest leaves; (2) China type, characterised by the smallest leaves; and (3) Cambod, characterised by leaves of intermediate size.

We have three very distinct and different tea growing regions in India. Each of these regions is famous for the special type of tea it produces, which are unique in taste, aroma, strength and flavour. The three regions are : Darjeeling in North-Eastern India,

- aromatic : having a pleasant smell; fragrant
- brew : drink made by boiling or keeping something in hot water for sometime
- astringent : sharp



- ✦ How is tea, the beverage, made?
- ✦ How is tea, that is packed and sold to us, made?
- ✦ Where are tea estates located?
- ✦ Why are tea plants pruned?

Find out :

- ✦ What are botanical names? How are they decided?

Assam in far North-East India and Nilgiris in South India.

Most people agree that tea is a refreshing drink. It contains no carbohydrates, fat, or proteins. What gives tea its special and distinctive flavour is theanine as well as caffeine, which give the drink its stimulating quality.

How and when did people first begin to drink tea? An amusing story has come down to us from Chinese legends. It is said that Emperor Shennong, the father of Chinese agriculture and medicine, was on his travels, when a servant was boiling some water for the emperor to drink. Just then, a few leaves from a nearby tree blew into the boiling water. The water immediately changed colour. On drinking the water, the emperor was amazed by the rich flavour and the refreshing quality of the resulting infusion. Excited by the unknown plant and its amazing flavour, he carried out further investigations, and discovered that tea had many healing and restorative properties and could also be used as an antidote to certain poisons.

Yet another legend tells us that it was a Buddhist monk named Bodhidharma who was the first to use tea as a drink. He was keen to find a herb or a medicinal plant which would help him stay awake and alert for long periods of time in prayer and meditation. After considerable search and trial, he found that chewing leaves from the tea shrub acted as a stimulant, helping him stay awake. It was he who introduced tea among his disciples in China. It is said that Japanese priests studying under Buddhist teachers in China carried tea seeds and leaves back home with them. Turkish traders also began to bargain for tea on the border of Mongolia. In fact, the story goes that the Chinese Emperor Hui Tsung was so taken up with tea that he set up a research into the best tea-whisking methods and also hosted **tea-making** and tea-tasting tournaments in the court. So 'tea minded' was he, that he failed to notice that Mongolia had actually taken over his empire!

- ✦ What does tea contain? What does it not contain?

- ✦ Who was Emperor Shennong?
- ✦ Why did he carry out further investigations about tea?
- ✦ How did tea reach other parts of the world?

Discuss :

- ✦ What is the difference between legends or stories and history?

Thus the habit of drinking tea spread to Japan, Europe and England, where it became a fashionable and popular drink among the people.

How did this magical beverage get its name? The Chinese character t'u was first used in early inscriptions to describe tea. But later, a new character, ch'a, was developed to refer specifically to tea. The word ch'a is now sometimes used in English to refer to China tea. And, as we all know, it is very close to the Hindi word *chai*, which is used all over India to refer to tea.

How did tea first come to India? Historians think that tea had been known in India as a medicinal plant since ancient times, but tea was not drunk for pleasure until the British began to establish plantations in the 19th century. In the 1770s, the British East India Company made several unsuccessful attempts to grow tea in Bhutan and Assam, with seeds from China. Although these attempts failed, the botanist Robert Bruce in 1823 discovered tea plants growing wild in the Upper Brahmaputra valley. In May 1838, the first Indian tea from Assam was sent to England for public sale. Since then India has gone on to become one of the leading producers of tea in the world.

Tea lovers claim that tea may be able to reduce the risk of cancer, control blood pressure, fight viruses in our body and actually help us live longer!

Our body produces chemicals called free radicals. They can damage our body and our health. Tea contains antioxidants called flavonoids. Scientists believe these help to protect our system against free radicals.

For many people tea is a popular drink to have with friends. In many countries around the world, tea drinking is an important social occasion.

Japan, China, Russia and Korea have special tea ceremonies and traditions. These ceremonies give people the time to relax and enjoy the taste and the smell of the tea.

Most people in Japan belong to a 'tea club' where they go every week to take part in the tea ceremony.

- Can you guess the origin of the Marathi word '*chaha*'?
- The paragraph about how tea came to India brings out the difference between history based on oral sources and 'recorded history'. Discuss how the author brings it out.
- What is the difference between 'claim' and 'fact'?
- Do you have any ceremonies associated with food items?

Ordinary people also feel that tea ceremonies are spiritual occasions that are closely associated with their religion. 'Tea,' they say, 'is a healthy, enjoyable and stimulating drink, full of good qualities. It reduces loneliness and calms your heart; it is a comfort in everyday life'.

Many Koreans today still have tea ceremonies for important occasions including special birthdays and anniversaries.



In most areas of China the tea is made in small clay teapots. At tea ceremonies, cups are only half-filled. The Chinese believe that the rest of the cup must be filled with friendship and affection.

In Russia, tea is made and served in samovars – a special Russian tea kettle, made of metal.

Vietnam produces special varieties of tea such as lotus tea and jasmine tea.

In Japan, tea is made using powdered green tea called 'matcha'. The tea is mixed with boiled water using a bamboo whisk and served in small bowls.

And how about India ? A cup of tea is offered to any guest or visitor as a token of hospitality even in the humblest of homes. Most Indians like their tea hot with a good deal of milk and sugar in it. In the rainy season, it is brewed with ginger to give it additional medicinal properties. Others add spices, like cardamom, cloves or mace, to add to its taste and flavour. Tea is a must after a plate of spicy snacks, especially in the morning and evenings.

Some connoisseurs relish delicately flavoured jasmine tea, green tea, lemon tea and even iced tea! How about you?



✦ What are the good qualities of tea?

✦ Why are the cups only half-filled in Chinese tea ceremonies?

Things to do:

Make a bilingual glossary of the various spices used in the kitchen.

ENGLISH WORKSHOP

1. List all the names of Geographical places mentioned in the passage.

2. **Make smaller words using the letters** in the given words. (At least 5 words each)
   - actually
   - refreshing
   - immediately
   - investigations
   - meditation
   - enjoyable
   - loneliness
   - friendship

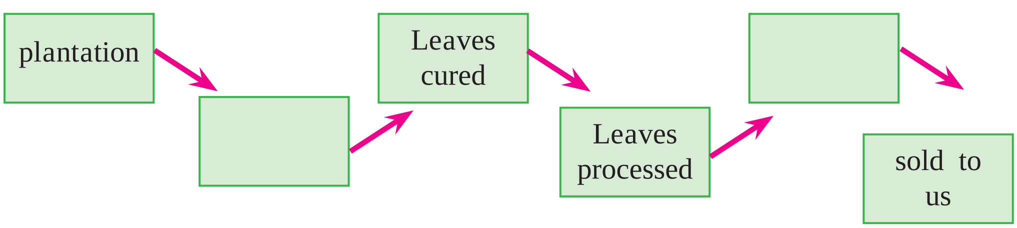
3. From the passage, **copy correctly** any three sentences that begin with 'How'.

4. **Find the meanings** of the following **from a good dictionary** :
   - infusion
   - restorative
   - inscriptions
   - radicals
   - connoisseurs

5. **List the words related to** (a) agriculture (b) chemistry from this passage.

6. Complete the following sentences with the help of the passage :
   (a) *Camellia sinensis* is an evergreen plant that grows in ....
   (b) The teas we buy are usually classified according to ....
   (c) In many countries around the world, tea drinking is an ....
   (d) Our body produces chemicals called ....

7. **Prepare a flow chart** to show the growth and journey of tea from the plantation to our homes. Use information from the lesson.



Language Study

8. From the passage, find all the words or pairs of words that begin with 'tea'. Examples: teapot, tea plants.
   When two words come together to form a new word, the new word is called a **compound** word. What words do you see in the following compounds – evergreen, blood pressure, everyday?
   Note that some compound words are written as one word (teapot), some with a hyphen between them (tea-making) and some as two separate words (tea club).

9. Sometimes the form of a verb in a sentence names the action but does not change according to tense, number or person. Such a form is known as a **non-finite form** or an **infinitive**. An infinitive is used with or without 'to'.
   Examples: How did people first begin **to drink** tea? Can you **name** the beverage?
   Underline the infinitive in the following sentences.
   - It was funny to read words that stood still.
   - To be or not to be - that is the question.
   - Can I read the book?
   - They could help one another with the homework and talk about it.

1.5 The Necklace

Warming up!

Chit-Chat

- Do you like jewellery and ornaments?
- Do you like to dress up for special occasions? How do you do that?
- What makes a person happy and confident? during special functions and parties?

Talking about Myself

Write a few lines about yourself - your name, appearance, family, the place where you live, your school, your friends, neighbours, relatives, your likes, dislikes, hobbies, what you are good at, etc.

Now create an imaginary 'persona' for yourself. It should be quite different from your real self. Or, you may choose a fictional character – a character from a novel, story, etc. Write a few lines about this imaginary persona and **introduce yourself** in that role.

Real Self

Hi, I am ....

....

....

....

....

....

....

Imaginary Persona

Hi, I am ....

....

....

....

....

....

....

A Turn by Turn Story

Form groups of 6-8. One person chooses any familiar object and announces its name in the group. All the others talk about it one by one, adding one (new) complete sentence at a time. The person who has chosen the object takes down all the sentences. After 2-3 rounds, read the sentences together and **try to build a story** around them.

Height : tall, short, of medium height

I like ....
I simply love ....
I enjoy ....
I don't like ....
I hate ....
I find .... very interesting.
I can ....
I am good at ....
I am not so good at ....

Build : thin, slim, stout, a little on the fat side, fat ...

The Necklace

Part I

✦ Why was Mathilde married to a 'minor official'?

Mathilde was a pretty and charming girl, born, as if by an error of fate, into a family of clerks. She had no means of becoming known, understood, loved or be wedded to an aristocrat; and so she let herself be married to a minor official at the Ministry of Education.

She dressed plainly, because she had never been able to afford anything better. She suffered endlessly, feeling she was entitled to all the luxuries of life. She suffered because of her shabby, poorly furnished house. All these things, that another woman of her class would not even have noticed, tormented her and made her resentful. She dreamed of a grand, palatial mansion, with vast rooms and inviting smaller rooms, perfumed for afternoon chats with close friends.

✦ Why did Mathilde weep with misery after visiting her schoolmate?

✦ What did the envelope hold?

Yet, she had no rich dresses, no jewels, nothing; and these were the only things she loved. She wanted so much to charm, to be envied, to be sought after.

She had a rich friend, a former schoolmate at the convent, whom she avoided visiting, because afterwards she would weep with regret, despair and misery.

One evening her husband came home with an air of triumph, holding a large envelope in his hand. "Look," he said, "here's something for you."

She tore open the paper and drew out a card, on which was printed the words:

"The Minister of Education and Mme. Georges Rampouneau request the pleasure of M. and Mme. Loisel's company at the Ministry, on the evening of Monday, January 18th."

M. stands for Monsieur and Mme. stands for Madame, French terms of address (like Mr and Mrs in English).

Instead of being delighted, as her husband had hoped, she threw the invitation on the table resentfully, and muttered, "What do you want me to do with that? And what do you expect me to wear if I go?"

He hadn't thought of that. He stammered, "Why,

the dress you go to the theatre in. It seems very nice to me ...”

He stopped, stunned, distressed to see his wife crying ... He stuttered, “What’s the matter? Let’s see, Mathilde. How much would a suitable dress cost?”

She thought for a moment, computing the cost, and also wondering what amount she could ask for without an immediate refusal. At last she answered hesitantly, “I don’t know exactly, but I think I could do it with four hundred francs.”

He turned a little pale, because he had been saving that exact amount to buy a gun for a hunting summer, in the country near Nanterre, with a few friends. However, he said, “Very well, I can give you four hundred francs. But try and get a really beautiful dress.”

The day of the party drew near, and Madame Loisel seemed sad, restless, anxious, though her dress was ready.

One evening her husband said to her, “What’s the matter? You’ve been acting strange these last three days.”

She replied: “I’m upset that I have no jewels, not a single stone to wear. I would rather not go to the party.”

“You could wear flowers,” he said, “They are very fashionable at this time of year.”

She was not convinced.

The next day she went to her friend’s house and told her of her distress.

Madame Forestier went to her mirrored wardrobe, took out a large box, brought it back, opened it, and said to Madame Loisel:

“Choose, my dear.”

First Mathilde saw some bracelets, then a pearl necklace. She tried on the jewellery in the mirror.

She kept asking, “You have nothing else?”

“Why, yes. But I don’t know what you like.”

Suddenly she discovered, in a black satin box, a

- ✦ Was the husband a considerate person? How do we now that?

- ✦ Why was Mathilde sad, restless and anxious though her dress was ready?

- ✦ What did Madame Forestier’s large box contain?

✦ Which sentences tell us that Mathilde greatly desired the necklace?

- rapturously : with great joy
- fled with her treasure : Here, fled means went away quickly.
- panic stricken : with a sudden feeling of fear
- distraught : worried, disturbed

Think and answer:
Why did Mathilde not notice the loss of her necklace?

superb diamond necklace, and her heart began to beat with uncontrolled desire. Her hands trembled as she took it. She fastened it around her neck and stood lost in ecstasy as she looked at herself.

Then she asked anxiously, hesitating, "Would you lend me this, just this?"

"Why, yes, of course."

She threw her arms around her friend's neck, rapturously, then fled with her treasure.

The day of the party arrived. Madame Loisel was a success. She was prettier than all the other women, elegant, gracious, smiling, and full of joy.

She danced wildly, with passion, forgetting everything in the triumph of her beauty and success, floating in a cloud of happiness.

Mathilde and her husband left at about four o'clock in the morning. When they were finally in the street, they could not find a cab. They walked down toward the Seine, till they found one. They were dropped off at their door in the Rue des Martyrs, and sadly, it was all over, for her.

In front of the mirror, she took a final look at herself in all her glory. But suddenly she uttered a cry. She no longer had the necklace round her neck!

"What is the matter?" asked her husband.

She turned towards him, panic-stricken, "I have... I have... I no longer have Madame Forestier's necklace."

He stood up, distraught, "What!... How! ...That's impossible!"



1. Read each of the following sentences aloud. **Write who said it and to whom.**
   (a) "Look, here's something for you."
   (b) "Why, the dress you go to the theatre in !"
   (c) "I would rather not go to the party."
   (d) "Choose, my dear."
   (e) "You have nothing else?"
   (f) "Would you lend me this, just this?"
   (g) "What ! ... How ! ... That's impossible! "

2. Read the conversations in the story aloud using proper intonation.

3. Write a few lines about what Mathilde had and what she dreamt about.

4. Write what you think about the following thoughts and actions of Mathilde.
   (a) Mathilde was beautiful, and so she wanted to marry an aristocrat
   (b) Mathilde was sad because she did not get any luxuries
   (c) Mathilde felt that her house was shabby and poorly furnished
   (d) Mathilde wanted other people to envy her
   (e) Mathilde was not happy to see the invitation
   (f) Mathilde wanted a new dress for herself
   (g) Mathilde borrowed a diamond necklace from her friend and wore it to the party
   (h) Mathilde lost the necklace

5. **Prepare a formal invitation** using the following format:

> Mr and Mrs .... solicit/request the pleasure of your company
> on the occasion of the .... of their ....
> on .... (day), date ....
>
> Venue .... Time ....
>
> (Indude other requests like RSVP. No presents please, etc. at the bottom.)

Language Study

6. Read the phrases: The necklace, an error, all these things, another woman, one evening, her husband. In all these phrases we see some words used before the nouns. They specify or make it clear what noun we are talking about. These words that are used at the beginning of a noun phrase are known as **determiners**.

   Determiners include articles (a, an, the), possessive pronouns (my, our, your, her, etc.), words like this, that, much, many, all, and numbers.

Part II

They looked in the folds of her dress, in the folds of her cloak, in her pockets, everywhere. But they could not find it.

"Are you sure you still had it on when you left the hall?" he asked.

"Yes. I touched it in the hall at the Ministry."

"But if you had lost it in the street we would have heard it fall. It must be in the cab."

"Yes. That's probably it. Did you take his number?"

"No."

They stared at each other, stunned. At last Loisel put his clothes on again. "I'm going back," he said, "Over the whole route we walked, and see if I can find it."

He left. She remained in her ball dress all night, her mind blank. Her husband returned at about seven o'clock. He had found nothing.

He went to the police, to the newspapers to offer a reward, to the cab companies, everywhere the tiniest glimmer of hope led him.

She waited all day, in despair at this frightful disaster.

Loisel returned in the evening, a hollow, pale figure; he had found nothing. "You must write to your friend," he said, "tell her you have broken the clasp of her necklace and that you are having it mended. It will give us time to look some more."

She wrote as he dictated.

At the end of one week they had lost all hope. And Loisel, who suddenly looked aged, declared, "We must consider how to replace the jewel."

And so, they went from jeweller to jeweller, looking for a necklace like the other one, consulting their memories, both sick with grief and anguish.

In a shop at the Palais Royal, they found a string of diamonds which seemed to be exactly what they were looking for. It was worth forty thousand francs. They could have it for thirty-six thousand.

- cloak : a garment worn over other clothes. It has no sleeves and fastens at the neck.
- glimmer : faint, wavering light.

Guess the meaning of:

- glimmer of hope
- a hollow, pale figure
- sick with grief and anguish

- jewel : Here, it means the diamond necklace

So they begged the jeweller not to sell it for three days. And they made an arrangement that he would take it back for thirty-four thousand francs if the other necklace was found before the end of February.

Loisel had eighteen thousand francs which his father had left him. He would borrow the rest.

And he did borrow. He gave notes, made ruinous agreements, dealt with every type of money-lender. Then he went to get the new necklace, and laid down on the jeweller's counter thirty-six thousand francs.



When Madame Loisel took the necklace back, Madame Forestier said coldly, "You should have returned it sooner, I might have needed it."

From then on, Madame Loisel knew the horrible life of the very poor. But she played her part heroically. The dreadful debt must be paid. She would pay it. They dismissed their maid; they changed their lodgings; they rented a garret under the roof.

She came to know the drudgery of housework, the odious labours of the kitchen. She washed the dishes, the dirty linen, she carried the garbage down to the street every morning, and carried up the water, stopping at each landing to catch her breath and dressed like a commoner. She had to bargain at markets, quarrel and face insults over every miserable sou.

Each month they had to pay some loans, renew others, get more time.

Her husband worked extra, every evening, doing accounts for a tradesman, and often, late into the night, he sat copying a manuscript at five sous a page.

And this life lasted ten years. At the end of ten years they had paid off everything, even the interest.

Madame Loisel looked old now. Often, she brooded over the past – What would have happened if she had not lost that necklace? How strange life is, how fickle! How little is needed for one to be ruined or saved!

✦ What was the arrangement with the jeweller? Do you think it was fair?

• ruinous : leading to a heavy loss, ruin

✦ Who is Madame Loisel?

Discuss :

✦ Why does Madame Forestier speak coldly to Mathilde?

✦ What is meant by the horrible life of the very poor?

• sou : French coin of low value used in the past

• garret : a small, uncomfortable room at the top of the house.

• brooded : thought sadly, unhappily

• familiarly : showing closeness, familiarity

Discuss :

- Who do you think was responsible for Mathilde's misery? Was it her friend, she herself, her husband or the circumstances?

One Sunday, as she was walking in the Champs Élysées suddenly she saw Madame Forestier, still young, still beautiful, still charming.

Madame Loisel felt emotional. Should she speak to her? Yes, of course. And now that she had paid, she would tell her all. Why not?

She went up to her, "Good morning, Jeanne."

The other, astonished to be addressed so familiarly by this common woman, did not recognise her. She stammered:

"But – Madame – I don't know. You must have made a mistake."

"No, I am Mathilde Loisel."

Her friend uttered a cry, "Oh! ... my poor Mathilde, how you've changed! ..."

"Yes, I have had some hard times since I last saw you, and many miseries ... and all because of you! ..."

"Me? How can that be?"

"You remember that diamond necklace that you lent me to wear to the Ministry party?"

"Yes. Well?"

"Well, I lost it."

"What do you mean? You brought it back."

"I brought you back another exactly like it. And it has taken us ten years to pay for it. It wasn't easy for us, we had very little. But at last it is over, and I am very glad."

Madame Forestier was stunned.

"You say that you bought a diamond necklace to replace mine?"

"Yes; you didn't notice then? They were very similar."

And she smiled with proud and innocent pleasure.

Madame Forestier, deeply moved, took both her hands.

"Oh, my poor Mathilde! Mine was an imitation! It was worth five hundred francs at most! ..."

– *Adapted from 'The Necklace' by Guy de Maupassant*

***

1. **Spot and circle the error** in the following sentences. Then **rewrite the sentences after correcting** them.

(a) But they could not found it.
(b) You must right to your friend.
(c) At the end of one week, they have lose all hope.
(d) He would borrowed the rest.
(e) You should have return it sooner.
(f) And this life lasted for ten year.
(g) "No, I am Mathilde loisel."
(h) Madame Forestier were stunned.

Chit-Chat

- Have you ever lost anything valuable?
- Name a book/movie that made you think.
  What was it about?
  What was the best part about the book/movie?

2. Complete the following table.

No.	Utterance	Who said it	To whom	When
(a)	I touched it in the hall at the ministry.	....	....	....
(b)	It will give us time to look some more.	....	....	....
(c)	I might have needed it.	....	....	....
(d)	You must have made a mistake.	....	....	....
(e)	Well, I lost it.	....	....	....
(f)	Mine was an imitation.	....	....	....

3. **Write what you think** about the following thoughts and actions of Mathilde

(a) Mathilde was shocked despaired over the loss of her necklace
(b) Mathilde wrote a note to her friend as dictated by her husband
(c) Mathilde and her husband decided to replace the necklace
(d) Mathilde returned the diamond necklace to her friend
(e) Mathilde did not tell her friend about the loss and replacement
(f) Mathilde worked very very hard to pay the debt
(g) Mathilde and her husband paid off the debt in ten years
(h) Mathilde told her friend about the lost necklace

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4. Form pairs. Discuss how 'Part II' of the story could have been different. Write your storyline in the form of bullets showing the main events.

5. Imagine what must have happened after Mathilde's friend discovered that the diamonds were real. Do you think she would return it to Mathilde? Would that make Mathilde happy?

6. Discuss the following and write about it in your own words in 5-6 lines.
   (a) What would you do, if something like this happens to you?
   (b) What opinion do you form about Mathilde's husband from her story?
   (c) Which events in the story (Part I and Part II) changed Mathilde's life?

Language Study

7. Read the table of verb forms given below.

base	–s form	past tense	present participle	past participle
give	gives	gave	giving	given
draw	draws	drew	drawing	drawn
eat	eats	ate	eating	eaten
show	shows	showed	showing	shown
take	takes	took	taking	taken
say	says	said	saying	said
come	comes	came	coming	come
go	goes	went	going	gone

- The **base form** is used as an **infinitive** : You may *go*. She will *go*.
  in **orders** : *Go* home. and in **simple present tense** : I *go* to school. We *go* home. Do you *go* there every day? The children/They *go* up, etc.
- Note that we use the **'–s form'** with 'he', 'she', 'it', **third person singular subjects** to show the **simple present.**
- The **past tense form has '-ed'** at the end. But many commonly used verbs have different past tense forms. Examples : *came*, *went*, *spoke*.
- The **'-ing' form** is known as the **present participle**. It is used with forms of 'be' to show **continuous action** - Examples : I *am eating*. You *were eating*. She *was eating*. It is also used in certain constructions like : He sat *copying* a manuscript.
- The **past participle** used with forms of 'have' shows **completed action** - Examples : I *have eaten*. They *have come*, etc.
  It is also used in certain constructions like 'They looked at each other, *stunned!*'
  It is also used in **passive** constructions. We will learn about 'passive voice' later.

- **Make a table of verb forms for your own reference.** Try to arrange the verbs in alphabetical order. Keep adding new verbs to your table from time to time. When you write, **check your work to see whether you have used the correct verb form**.

UNIT 2

2.1 Comparisons

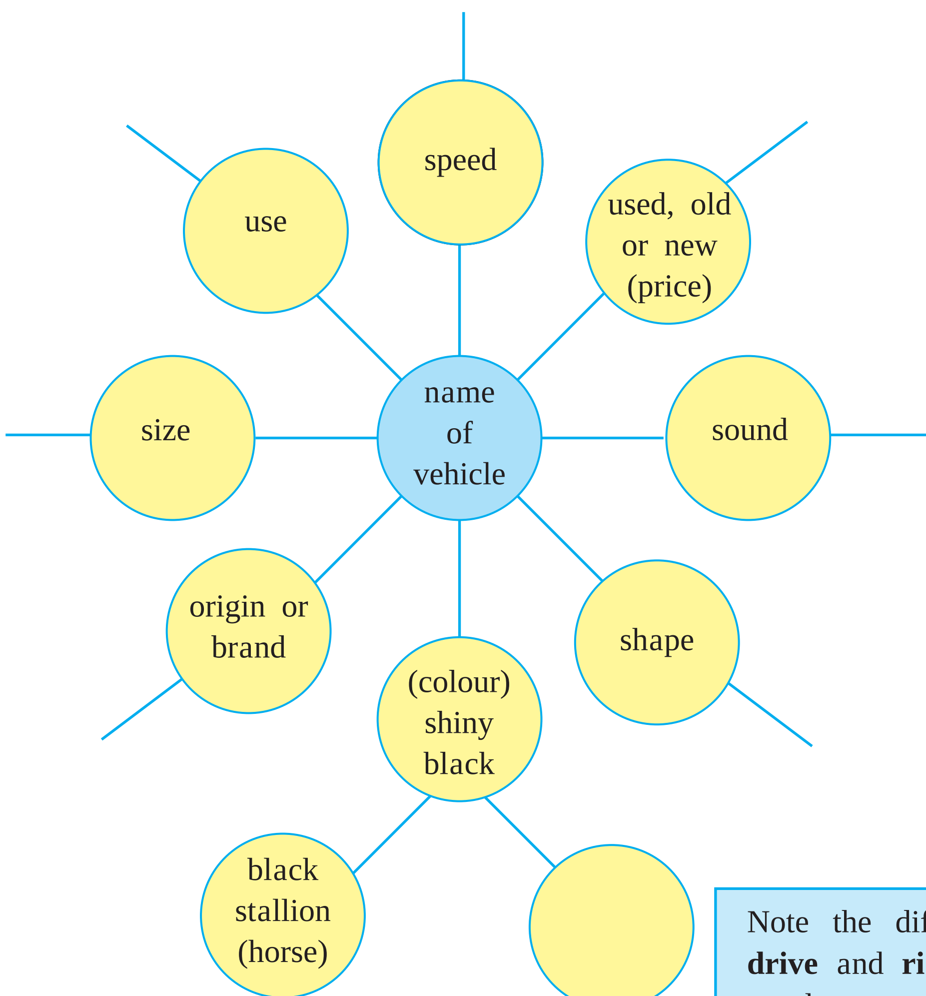
Warming up!

Chit-Chat

- What is your favourite colour?
  What does it remind you of?
- Are you afraid of the dark?
  What does it make you think of?
- If you were asked to design a big garden, what will you include in it?

Expanding Word Webs

Form pairs. List the names of as many vehicles as you can. Choose any two of them, but they must be of different types. Then draw a word web for each of them to show their appearance, qualities and the things that these features remind you of. You may use words as well as phrases in the web.



- terrific
- brand new
- sleek
- tiny/huge
- powerful
- affordable
- expensive
- easy-to-drive
- eco-friendly
- luxurious
- fuel-efficient
- automatic
- left-hand drive
- fastest
- imported

Note the difference between **drive** and **ride**. Use the two words correctly in your own sentences.

- Describe your dream vehicle in a few lines.

✦ What adjectives/ words are used to here to show - shape, size temperature ?

✦ When you compare two things they must have at least one common feature. When we compare a spaceship and a snail, we consider only their speed.

✦ Think of common features when you try to find opposites.



Comparisons



Fast as a spaceship,
slow as a snail,
Big as a dinosaur,
small as a nail,
Fierce as a tiger,
gentle as a lamb.



Sour as a lemon,
sweet as jam.
Dry as the desert,
wet as the sea.



Square as a house,
round as a pea.
Cool as a cave,
warm as toast,



Noisy as a road drill,
quiet as a ghost.



Strong as an ox,
weak as kitten.
Hard as a rock,
soft as a mitten.
Dark as a tunnel,
light as the moon,



Night time midnight,
day time noon.



Tall as a giant,
short as an elf.
Crooked as a mountain path,
straight as a shelf...
The world is full of opposites,
so think of some yourself !

– *Anonymous*

* * *

1. List all the adjectives in the poem. Use the comparative forms of at least 8 of them to write new comparisons. Two of them have been given as examples.

   - Faster than the wind
   - Slower than a tortoise
   - (Big) ....
   - (Small) ....
   - (Fierce) ....
   - (Gentle) ....
   - ....
   - ....
   - ....
   - ....

2. List all the nouns in the poem. Find a suitable adjective – other than the ones given here – for each of the nouns and write meaningful similes for at least 8 of them. For example, as yellow as a lemon.

3. Form groups of 6-8. Think of **similes** using different objects, for example,

   - Dry as land
   - Wet as a puddle.

   Now try to put together the similes to make a poem with rhyming lines.

4. Write the pairs of rhyming words.

5. **Start a collection of idioms** with comparisons. Use the following categories.

   (a) Idioms with colours :

   - as black as ....
   - as white as ....
   - as red as ....
   - as blue as ....
   - as green as ....
   - as pink as ....
   - as .... as ....
   - as .... as ....
   - as .... as ....

   (b) Idioms with animals

   - as cunning as a fox
   - ....
   - ....

   (c) Idioms with objects

   - as black as coal
   - ....
   - ....

6. Given below are some idiomatic comparisons with 'like'. Can you guess their meaning? Look them up in a good dictionary. You won't find them under 'like'. Which words will you look up to find these comparisons?

   - Like a bull in a china shop (Here, china means delicate articles of porcelain)
   - Like a cat on a hot tin roof.
   - Like a red rag to a bull.
   - Like a cat that stole the cream.
   - Like water off a duck's back.
   - Memory like a sieve.

   Using your imagination write more comparisons using 'like'.

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2.2 Helen Keller and Anne Sullivan

Warming up!

Chit-Chat

- What is your favourite school subject?
- Which subject do you find the most difficult?
- What do you do to try to understand it better?
- Can I help you to ....?
- Can you help me to ....?

1. **Discuss** the challenges that people have to face due to disabilities.

   What provisions should be made in public places so that everyone gets the same access to public facilities?

   Observe your surroundings **and write** whether such facilities are available. How can you help to improve the situation?

Disability	Challenges	Necessary facilities
• Hearing loss and deafness		
• Vision loss and blindness		
• Speech disorders		
• Physical disability		
• Intellectual disability		
• Learning disorder		

What strategies do you use when you study on your own?

- ✦ Read the book aloud
- ✦ Memorise answers
- ✦ Copy readymade answers

- ✦ Read silently and attentively
- ✦ Make your own notes
- ✦ Identify difficult words and look them up in a dictionary
- ✦ Discuss with your friends
- ✦ Rewrite certain parts on your own.
- ✦ Draw digrams for your own reference
- ✦ Try to remember what you have read

- ✦ Tick the strategies you find most useful for yourself. List other strategies that you know of.

Helen Keller and Anne Sullivan

Knowledge is love and light and vision.

-- Helen Keller

(Helen Keller became ill at the age of two and was left blind and deaf. For the next five years she grew up in a world of darkness and emptiness. She was afraid, alone and without any anchor. This is the story of her meeting the teacher who would change her life.)

The most important day I remember in all my life is the one on which my teacher, Anne Mansfield Sullivan, came to me. I am filled with wonder when I consider the immeasurable contrasts between the two lives which it connects. It was the third of March, 1887, three months before I was seven years old.

On the afternoon of that eventful day, I stood on the porch, dumb and expectant. I guessed vaguely from my mother's signs and from the hurrying to and fro in the house that something unusual was about to happen, so I went to the door and waited on the steps. The afternoon sun penetrated the mass of honeysuckle that covered the porch, and fell on my upturned face. My fingers lingered almost unconsciously on the familiar leaves and blossoms which had just come forth to greet the sweet Southern spring. I did not know what the future held of marvel or surprise for me. Anger and bitterness had preyed upon me continually for weeks and a deep languor had succeeded this passionate struggle.

Have you ever been at sea in a dense fog, when it seemed as if a tangible white darkness shut you in, and the great ship, tense and anxious, groped her way toward the shore with plummet and sounding-line, and you waited with beating heart for something to happen? I was like that ship before my education began, only I was without compass or sounding-line,

Guess the meaning of :

- immeasurable contrasts
- eventful day
- upturned
- unconsciously
- white darkness

✦ The author refers to two contrasting emotions – what are they?

✦ What does the author compare hereself to?

- preyed upon me : had a negative and harmful effect on me.
- languor : lack of activity, tiredness.
- succeeded : followed
- plummet and sounding - line : a line with a plumb used to measure the depth of water.

and had no way of knowing how near the harbour was. "Light! Give me light!" was the wordless cry of my soul, and the light of love shone on me in that very hour.

I felt approaching footsteps. I stretched out my hand as I supposed it was my mother. Someone took it, and I was caught up and held close in the arms of her who had come to reveal all things to me, and, more than all things else, to love me.

The morning after my teacher came she led me into her room and gave me a doll. The little blind children at Perkins Institution had sent it and Laura Bridgman had dressed it; but I did not know this until afterward. When I played with it a little while, Miss Sullivan slowly spelled into my hand the word "d-o-l-l." I was at once interested in this finger play and tried to imitate it. When I finally succeeded in making the letters correctly I was flushed with childish pleasure and pride. Running downstairs to my mother I held up my hand and made the letters for doll. I did not know that I was spelling a word or even that words existed; I was simply making my fingers go in monkey-like imitation. In the days that followed I learned to spell in this uncomprehending way a great many words, among them pin, hat, cup, and a few verbs like sit, stand and walk. But my teacher had been with me several weeks before I understood that everything has a name.

One day, while I was playing with my new doll, Miss Sullivan put my big rag doll into my lap also, spelled 'd-o-l-l' and tried to make me understand that 'd-o-l-l' applied to both. Earlier in the day we had a tussle over the words 'm-u-g' and 'w-a-t-e-r'. Miss Sullivan had tried to impress it upon me that 'm-u-g' is mug and that 'w-a-t-e-r' is water, but I persisted in confounding the two. In despair she had dropped the subject for the time, only to renew it at the first opportunity. I became impatient at her repeated attempts and, seizing the new doll, I dashed it upon the floor. I was keenly delighted when I felt the

✦ What did young Helen's teacher do when they first met?

• flushed : excited and happy

Discuss :

✦ What is the difference between finger play, spelling a word mechanically and writing a meaningful word?

• persisted : kept on

• confounding : confusing, mixing up

fragments of the broken doll at my feet. Neither sorrow nor regret followed my passionate outburst. I had not loved the doll. In the still, dark world in which I lived there was no strong sentiment or tenderness. I felt my teacher sweep the fragments to one side of the hearth, and I had a sense of satisfaction that the cause of my discomfort was removed. She brought me my hat, and I knew I was going out into the warm sunshine. This thought, if a wordless sensation may be called a thought, made me hop and skip with pleasure.

We walked down the path to the well-house, attracted by the fragrance of the honeysuckle with which it was covered. Someone was drawing water and my teacher placed my hand under the spout. As the cool stream gushed over one hand she spelled into the other the word water, first slowly, then rapidly. I stood still, my whole attention fixed upon the motions of her fingers. Suddenly I felt a misty consciousness as of something forgotten – a thrill of returning thought; and somehow the mystery of language was revealed to me. I knew then that 'w-a-t-e-r' meant the wonderful cool something that was flowing over my hand. That living word awakened my soul, gave it light, hope, joy, set it free! There were barriers still, it is true, but barriers that could in time be swept away.



I left the well-house eager to learn. Everything had a name, and each name gave birth to a new thought. As we returned to the house, every object that I touched seemed to quiver with life. That was because I saw everything with the strange, new sight that had come to me. On entering the door I remembered the doll I had broken. I felt my way to the hearth and picked up the pieces. I tried vainly to put them together. Then my eyes filled with tears; for I realised what I had done, and for the first time I felt repentance and sorrow.

Discuss :

✦ What is the difference between wordless sensation and thought?

- well-house : a small building shed over a well
- misty : unclear, vague
- consciousness : awareness, feeling

✦ Read aloud the paragraph 'We walked down ... be swept away.' using proper intonation.

✦ What were the barriers? How could they be swept away?

- quiver : shake, throb, move
- vainly : without success, in vain

✦ Why did young Helen feel repentance and sorrow?

I learned a great many new words that day. I do not remember what they all were; but I do know that mother, father, sister, teacher were among them – words that were to make the world blossom for me 'like Aaron's rod, with flower.' It would have been difficult to find a happier child than I was as I lay in my crib at the close of that eventful day and lived over the joys it had brought me, and for the first time longed for a new day to come.

- *Helen Keller*

• Aaron's rod : a rod with magical powers

(*Helen went on to become a graduate cum laude from Radcliffe. She then devoted the rest of her life to teaching and giving hope to the blind and deaf, as her teacher had done. She and Anne remained friends until Anne's death.*)

* * *

ENGLISH WORKSHOP

✦ Find out more about Helen Keller and her teacher Anne Sullivan from the net.

1. Say whether the following sentences are true or false :
   (a) The most important day in Helen Keller's life was when her teacher came to her.
   (b) When young Helen stretched out her hand, her mother took it.
   (c) Young Helen learnt to spell many words without understanding them.
   (d) One day, young Helen understood that everything has a name.
   (e) Young Helen did not try to put the pieces of the doll together.
   (f) Young Helen felt sorry that she had broken the doll.

2. **Listen carefully** and **classify** the following **into 'one' and 'many'**.

   day, contrasts, teacher, lives, months, years, afternoon, porch, signs, face, fingers, leaves, blossoms, anger, bitterness, weeks, struggle, ship, darkness

one	many

3. This narrative is written in the first person – using 'I'. **Rewrite** the following sentences using 'Helen Keller/Young Helen' appropriately in place of 'I' and **making other neccessary changes** in the sentences
   (a) I did not know what the future held of marvel or surprise for me.
   (b) The morning after my teacher came she led me into her room and gave me a doll.
   (c) On entering the door I remembered the doll I had broken.
   (d) Then my eyes filled with tears; for I realised what I had done, and for the first time I felt repentance and sorrow.

4. Read the following sentences and frame at least two relevant questions on each.
   (a) I was like that ship before my education began.
   (Questions with 'who', 'what', 'when'.

   Example : Who was like that ship before her education began?)
   (b) One day I was playing with the new doll.
   (c) I learnt a great many new words that day.
   (d) She brought my hat.
   (e) We walked down the path to the well-house.
   (f) That living word awakened my soul.

5. **Write about your own experience**. Do you remember an occasion when you did something successfully for the first time? Write about it in short (10-12 lines). Prepare an **outline of your composition** before you write it.

6. **Gather more information** about the following :
   (a) Different types of impairment that limit a person's activity or make it difficult for him/her to mix with others in society.
   (b) How modern technology can be used to overcome these problems.

7. Complete the following sentences using your own ideas:
   (a) The most important day I remember in all my life is the one on which ....
   (b) I did not know what ....
   (c) One day, while I was playing ....
   (d) I realised what ....
   (e) I do not remember what ....

Language Study

7. Find three examples of the following from the passage.
   (a) articles
   (b) compound words
   (c) present participles
   (d) past participles

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Hold a classroom conversation about the students' favourite authors known for their wit and humour. They may talk about authors writing in Marathi and other Indian languages.

2.3 Mark Twain

Warming up!

Chit-Chat

- Who is your favourite comedian?
- What do you like better – to listen to a joke, or to tell a joke?
- Do you like cartoons and cartoon films? Which one do you like best?

Quick Thinkers

- Within one minute, write as many meaningful phrases as possible using the numbers given below. Do not repeat the ideas.

One : one man

Two : two roads

Three : three lamps

Four : a four wheeler

Five : five frogs

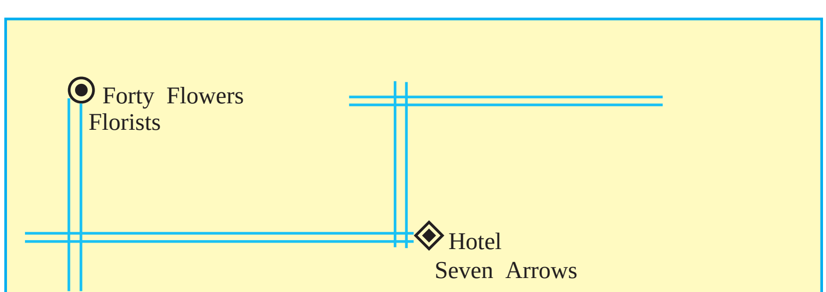
Six : six kites

Seven : seven arrows

Forty : forty flowers

A hundred : a hundred dots

- Try to imagine a situation/context where all the above items fit in. Describe it in 8-10 lines.
- Think of a title for your passage.
- Try to draw a map incorporating your phrases in a meaningful way. (Two examples are given below.) Write a key/index for your map.



✦ Try to think of words and phrases as quickly as possible.

✦ You may use the activity Quick Thinkers using a different set of numbers.

The 'Quick Thinkers' activity may be done individually, in pairs or by forming groups. Let the students decide how they want to do it.

Mark Twain

Mark Twain was the pen name of Samuel Langhorne Clemens, a popular American writer. He was famous for his humorous stories, novels and other writings. His ready wit shone through everyday conversations. Many anecdotes related to Mark Twain are told and enjoyed even today.

It should be noted that he was a great defender of human values like liberty, equality and fraternity. He opposed wars and imperialism and supported the cause of labourers and of the black people in his country, America. Given below are some anecdotes from his life and some quotations from his speeches and writings.

✦ What was Mark Twain's real name?

Some Anecdotes

One day during a lecture tour, Mark Twain entered a local barber shop for a shave. This, Twain told the barber, was his first visit to the town.

"You've chosen a good time to come," he declared.

"Oh?" Twain replied.

"Mark Twain is going to lecture here tonight. You'll want to go, I suppose?"

"I guess so..."

"Have you bought your ticket yet ?"

"No, not yet."

"Well, it's sold out, so you'll have to stand."

"Just my luck," said Twain with a sigh. "I always have to stand when that fellow lectures !"

✦ Where else are the human values of liberty, equality and fraternity mentioned in the book? Find and copy the page in a beautiful hand.

Mrs Stowe was leaving for Florida one morning, and Clemens (the young Mark Twain) ran over early to say goodbye. On his return Mrs Clemens regarded him disapprovingly:

"Why", she said, "you haven't on any collar and tie."

He said nothing, but went up to his room, did up these items in a neat package, and sent it over to Mrs Stowe by a servant, with a line:

'Herewith receive a call from the rest of me.'

• Mrs Stowe : Harriet Beecher Stowe was a famous writer. 'Uncle Tom's Cabin' is her most renowned book. Mrs Stowe and Mark Twain were neighbours for many years.

Think and answer :

- Why did Henry Irving ask Mark Twain if he had heard the story before ?
- Can you think of other exmaples of irregularities in English Spelling.
- Try to write a few sentences according to the improvents suggested for each year.

- anomaly : irregularity
- redundant : unnecessary, no longer required
- dodderers : weak, old men who cannot do things right.

One day Henry Irving, in the midst of telling Mark Twain a humorous story, abruptly stopped and examined his friend's face. "You haven't heard this, have you ?" he asked. Twain assured him that he had not.

When, some time later, Irving again paused, and again posed the question, Twain again reassured him. Then, approaching the climax, Irving broke off once more. "Are you quite sure you haven't heard this?" he demanded suspiciously.

"I can lie once," Twain finally replied. "I can lie twice for courtesy's sake, but I draw the line there. I can't lie the third time at any price. I not only heard the story, I invented it !"

Mark Twain once proposed a 'Plan for the Improvement of English Spelling':

For example, in **Year 1** that useless letter 'c' would be dropped to be replased either by 'k' or 's,' and likewise, 'x' would no longer be part of the alphabet.

The only kase in which 'c' would be retained would be the 'ch' formation, which will be dealt with later.

Year 2 might reform 'w' spelling, so that 'which' and 'one' would take the same konsonant, wile **Year 3** might well abolish 'y' replasing it with 'i' and **Iear 4** might fiks the 'g/j' anomali wonse and for all.

Jenerally, then, the improvement would kontinue iear bai iear with **Iear 5** doing awai with useless double konsonants, and **Iears 6-12** or so modifaiing vowlz and the rimeining voist and unvoist konsonants. Bai **Iear 15** or sou, it wud fainali bi posibl to meik ius ov thi ridandant letez 'c,' 'y' and 'x' — bai now jast a memori in the maindz ov ould doderez — tu riplais 'ch,' 'sh,' and 'th' rispektivli.

Fainali, xen, aafte sam 20 iers ov orxogrefkl riform, wi wud hev a lojikl, kohirnt speling in ius xrewawt xe Ingliy-spiking werld.

One day during his tenure as the editor of a small Missouri newspaper, Mark Twain received a letter from a reader who had found a spider in his paper. He wondered whether this portended good or bad luck.

"Finding a spider in your paper," Twain replied, "is neither good luck nor bad. The spider was merely looking over our paper to see which merchant was not advertising so that he could go to that store, spin his web across the door, and lead a life of undisturbed peace ever afterward."

- portended: indicated, foretold

Mark Twain's birth in November 1835 was heralded by the return of Halley's comet. Twain, who often remarked upon this curiosity, came to think of himself and the comet as 'unaccountable freaks,' cosmically linked: having come in together, he declared, they would go out together.

In fact, Twain was proven right. On the night of his death in April 1910, Halley's comet once again blazed through the sky...

✦ Which episode shows that Mark Twain did not believe in superstitions?

Some Quotations

- April Fool's Day – This is the day upon which we are reminded of what we are on the other three hundred and sixty-four.
- A man cannot be comfortable without his own approval.
- A person with a new idea is a crank until the idea succeeds.
- Age is an issue of mind over matter. If you don't mind, it doesn't matter.
- All generalizations are false, including this one.
- Be careful about reading health books. You may die of a misprint.
- Be careless in your dress if you will, but keep a tidy soul.
- 'Classic' – A book which people praise and don't read.



- prodigious : very great

✦ Can you think of any events in your own or someone else's life to support the quote–

'If you tell the truth, you don't have to remember anything.'

What is likely to happen if you don't tell the truth?'

- Humour is mankind's greatest blessing.
- I am an old man and have known a great many troubles, but most of them never happened.
- I must have a prodigious quantity of mind; it takes me as much as a week sometimes to make it up.
- If you tell the truth, you don't have to remember anything.
- It is better to deserve honours and not have them than to have them and not deserve them.
- It is better to keep your mouth closed and let people think you are a fool than to open it and remove all doubt.
- It's no wonder that truth is stranger than fiction. Fiction has to make sense.
- Whenever you find yourself on the side of the majority, it is time to pause and reflect.
- Why is it that we rejoice at a birth and grieve at a funeral? It is because we are not the person involved.
- Thousands of geniuses live and die undiscovered - either by themselves or by others.
- Thunder is good, thunder is impressive; but it is lightning that does the work.
- When I was younger I could remember anything, whether it happened or not.
- When your friends begin to flatter you on how young you look, it's a sure sign you're getting old.

References : *www.anecdotage.com* *www.twainquotes.com*
en.wikipedia.org/wiki/Mark_Twain

1. Answer the following questions :
   (a) Did Twain tell the barber who he was?
   (b) Was Twain particular about how he dressed when he was visiting friends?
   (c) Was Twain particular about what words he used?
   (d) Do you think Twain approved of spelling reforms? Give reasons for your answer.
   (d) How did Twain explain the spider in the paper? What did he want to highlight?

2. Read the following and write the two meanings of 'mind' and 'matter' :
   'Age is an issue of mind over matter. If you don't mind, it doesn't matter.'

3. **Enact** any one anecdote in the classroom.

4. **Translate** any five of the quotations you like.

5. Form groups of four to six.
   Discuss whether and how you can improve English spelling.

6. **Arrange a 'Jokes' session** in the classroom where each student tells a joke. The jokes must be told in English.

Language Study

7. Many actions involve two people/things – one that performs the action and one that is affected by the action. Example : *Sonali ate the mango.*

   Here, the action of eating involves Sonali (who eats) and the mango (which gets eaten). Sonali is the subject and 'mango' is the object of the verb 'eat'. When you want to talk about **who performed** the action, the **doer** of the action is the **subject**.

   Sometimes, you want focus on the object – the thing affected by the action. Then you make it the subject of that sentence. Example : *The mango* was eaten.

   You **may or may not mention the doer** – here, Sonali or the person who ate it. This is **passive construction** or **passive voice**. In this type of construction, the thing affected by the verb is the **subject** of the sentence, the verb is in the **passive form (be + past participle),** and the **'doer'** of the action **may or may not be mentioned.**

   In the following examples of passive voice, the 'doer' of action is not mentioned. Examples : • The plants are **pruned**. • A cup of tea **is offered** to any guest ...
   • Many anecdotes related to Mark Twain **are told** ...

   If we wish to mention the 'doer' in passive sentences, we mention it by adding 'by' before it. Examples :

   This pen *was given* to me *by* my Aunt.

   Note that only transitive verbs can be used in the passive voice.

8. Refer to the Language Study pages and read the entries 'irony' and 'pun'. Find one example of each from the passage or the quotations.

8. Activity : **Live English : Customer Care**

(a) Read the following conversation.



Vaishali : Mother, how's your new Zap3 mobile working?

Mother : Oh! It's a fantastic piece and I've got a Bhramar simcard free with this mobile but somehow the internet is not working.

Vaishali : Go to the settings and see if the mobile data is switched on.

Mother : Yes, dear, I've done that so many times, but still I am not getting connected.

Vaishali : Let's contact the customer support at Bhramar and take their help. Look, the number is given on the back of the simcard packet.

Mother : Yes. I'll contact them immediately.

Vaishali : Put your mobile on speaker phone so that I can guide you.

(*Mother dials Bhramar Telecom customer care*.)

Bhramar CC : Hello. This is Bhramar customer care service. For information in English, press 1; for Hindi, press 2, for Marathi, press 3, to talk to our customer care executive, press 4.

(*Mother presses* 1.)

Bhramar CC : For information regarding bills and your account, press 1; for internet queries and offers, press 2; for other services, press 3; to talk to our customer care executive, press 4.

(*Mother presses* 2.)

Bhramar CC : For different internet plans, press:1; to talk to our customer care executive, press 2.

(*Mother presses* 2.)

Bhramar CC : How can I help you?

Mother : I bought a new Bhramar SIM yesterday. I have opted for the 349 rupees unlimited plan.

Bhramar CC : Yes, it is reflected against your number.

Mother : But I am not getting connected to the internet.

Bhramar CC : Go to 'Settings' and in APN type internet and save it. After that just switch off the phone and then switch it on again. The internet will start working. Any other queries, Madam?

Mother : No, thank you. If I have any problem, I will call you back.

Bhramar CC : Thanks for calling Bhramar Customer Care service. (*Hangs up*.)

Vaishali : See, Mummy, it's quiet simple.

(b) You have purchased some games CDs online through ChalaShikuya.com (CSY). You are not able to access the CD. It is published by Chhuttigames. When you contact the customer care service of Chhuttigames, what questions will you ask?

(c) Find out who the service provider is for your parent's mobile. With your parents' permission, call the customer care service to get information regarding the active plans on your number. (For example, SMS plan, internet plan, etc. and share this information in your classroom.)

(d) Prepare simple telephone conversations using the expressions below.

Some useful 'telephone' phrases

- **Hold on, please. (Wait)** : Could you hold on for a moment please?
- **Put (a call) through (Connect)** : I will just put you through to our expert.
- **Get through (Get connected)** : I can't get through to him at the moment, could you call back later, please?
- **Hang up (End the call)** : I think the operator has hung up.
- **Call back** : I'll check your plan and call you back in some time.
- Pick up
- Answer the phone
- Call
- Give a ring

Making a complaint

- I'm calling to complain about…
- I'm sorry, but I'm not satisfied with…
- Unfortunately, there's a problem with…
- I am very unhappy with the service I received.
- It really isn't good enough.
- I'd like to know why…
- I'd like an explanation for…
- It's shocking that you cannot replace the product.
- I'll have to go to the press.
- If you can't deliver on time, you must at least inform your customers. So that we can find other suppliers.

Dealing with the Complaints

- I'm sorry to hear that ...
- Yes, I see what you mean.
- I apologise for …
- I understand you're upset about ...
- Could you give me some details, please?
- What happened exactly?
- What seems to be the problem?
- It's not our policy to replace items.
- It's not our fault that it hasn't arrived.
- I'm afraid that's not quite right ...
- I'm sorry, there's nothing I can do.
- Ok, I'll look into it right away.
- I'll check the details and get back to you.

2.4 Please Listen !

Warming up !

Chit-Chat

- What makes you laugh ?
- What makes you angry ?
- What makes you sad ?
- What makes you happy ?



Twenty Questions

Form groups of 6-8. One person (leader) chooses one item – a picture, a paragraph or a lesson from any one of the 9^{th} standard textbooks and writes the reference on a slip of paper and folds it. Others ask him/her questions and try to guess what it is, from his/her answers. Follow the rules given below.

- The maximum number of questions the rest of the group can ask is 20.
- You cannot ask a direct question like 'What do you have in mind?'
- You can ask 'Wh-' questions or 'Yes/no' questions.
- The leader has to give truthful answers.

> The Maths and Science textbooks include many terms in English. Encourage the students to use them for this game.

Agreements and Disagreements

Form pairs. List the things on which you have the same opinion and also the ones on which you have different opinions. Prepare a list of ten things in all and see how far you agree or disagree with your friend. Some useful phrases are given alongside.

You could talk about:

- Clothes, latest fashion.
- Performance of sportsmen and women.
- Traffic/Transport in your area.
- Cleanliness and hygiene in your area.
- Future occupations/Careers.
- Latest news items.
- TV programmes
- Mobile Apps
- Any subject of your choice.

Agreement

- I totally agree with you.
- Exactly/Absolutely!
- You are right.
- I don't know, I need to think about it. (partial agreement)
- I suppose so.

Ask for your friend's opinion:

- Do you think ...?
- Do you agree ...?
- ✦ What do you think?
- ✦ What is your opinion?
- ✦ How do you feel about that?

Disagreement

- No, I don't think so.
- I totally disagree.
- Not necessarily.
- I'm not sure about that.
- Let's agree to disagree!

Please Listen !

When I ask you to listen to me
and you start giving me advice,
you have not done what I asked.

When I ask you to listen to me
and you begin to tell me why
I shouldn't feel that way,
you are trampling on my feelings.

When I ask you to listen to me
and you feel you have to do something
to solve my problem,
you have failed me,
strange as that may seem.

Listen! All I ask is that you listen.

Don't talk or do - just hear me.

Advice is cheap; 20 cents will get
you both Dear Abby and Billy Graham
in the same newspaper.

And I can do for myself; I am not helpless.
Maybe discouraged and faltering,
but not helpless.

When you do something for me that I can
and need to do for myself,
you contribute to my fear and
inadequacy.

- What's the difference between 'hear' and 'listen'?

Think, guess and answer :

- How old is the speaker in the poem?
- Who is he/she talking to?
- What must have happened before the speaker says all this?

'20 cents will get ... the same newspaper' – This is a reference to the columns in newspapers where people write about their problems and the columnist offers advice. See if your local papers have it.

But when you accept as a simple fact
that I feel what I feel,
no matter how irrational,
then I can stop trying to convince you
and get about this business
of understanding what's behind
this irrational feeling.

- irrational : illogical, without any reason or base

And when that's clear, the answers are
obvious and I don't need advice.

Irrational feelings make sense when
we understand what's behind them.

Perhaps that's why prayer works, sometimes,
for some people – because God is mute,
and he doesn't give advice or try
to fix things.

God just listens and lets you work
it out for yourself.

So please listen, and just hear me.

And if you want to talk, wait a minute
for your turn – and I will listen to you.

– *Author Unkonwn*

Think, discuss and answer :

- Is the speaker aware of his shortcomings ?
- Does he/she want to improve ?
- Is he/she confident that he/she can improve ?
- How does he/she want to work it out ?

- Is the poet willing to listen to others?

Discuss how you can be a good listener.

ENGLISH WORKSHOP

1. Complete the following with the help of the lines of the poem.

   When I ask you to listen to me, you start doing -

   - ....
   - ....
   - ....

2. Write the **opposites (antonyms)** of the following.

(a) cheap × .... (b) discouraged × .... (c) inadequacy × .... (d) accept × ....
(e) simple × .... (f) irrational × .... (g) understand × .... (h) clear × ....

3. Use the following charts to **prepare meaningful dialogues**.
Use your ideas to fill in the blanks.

(a)

A : Have you read ....?
(name of a book)

B : No, have you?

- **A** : Yes, I have. You must read it, too. You will love it.
  - **B** : I'll try it.
- **A** : No, I haven't. But I want to read it.
  - **B** : Tell me about it when you do.

B : Yes, I have.

- **B** : It's amazing/ very interesting/ delightful/superb.
- **B** : It's boring/ too long./ I didn't like it. I don't like ...... books.

• Prepare a similar conversation about a film.

(b)

A : I had an argument with my .... today.

B : Oh! What about?

A : The usual.
I .... and s/he ....
So again we ended up fighting.

B : Why don't you ....?

- **A** : I tried but it doesn't help.
- **A** : I'll try.

B : Oh, no! Not again.

A : I tried to explain that .... but ....

B : Sad!

4. Maintain **a diary** at least for a week. Write about your interactions with other people in your surroundings in 3-4 lines. Also write whether you find the interactions happy-unhappy, satisfactory-unsatisfactory, enjoyable-stressful, etc.

5. Write **an informal letter** from a teenager to his/her parent, expressing a few thoughts from the poem.

(My dear ...../Dearest ..../Hi! ..... Are you surprised to see this letter? I wanted talk to you about this, but then I thought I will be able to express myself better in a letter.... Love,/Yours lovingly/Yours ....)

2.5 A Play

Warming up!

Chit-Chat

- Do you like to watch plays?
- Which is the last play you saw?
- Do you watch TV serials? Which ones?
- Do you like slow-moving serials?
- Do you like stories from the past? What type of stories do you like?



Two Truths, One Lie !

- Make groups of 10-15. In this game, each person writes three sentences about himself/herself, two of which are true and the third one is a lie. Read aloud your sentences, while others guess which two are true and which is a lie.

  Examples : Hello, everyone! I am Sonali. I have a brother and a sister. I live in Amalner. We have a pet dog at home.

In the game 'Two Truths, One Lie!', it is necessary to use details which can be verified to see whether they are true or false. For example, you cannot use sentences like 'I once had a blue sweater.'

Lost and Found

- Divide the students into groups of five. They sit in a circle. They choose one object of daily use such as a bag, wallet, box, etc. The group leader writes four sentences about it.
- I have found a ....
- It's (colour)
- It's (shape)
- It has a ....
- I found it (place where it was found)

Others, too, write four sentences each.

- I've lost a ....
- It's (colour)
- It's (shape)
- It has a ....
- I lost it (place where it was lost)

They all open read their lines, beginning with the group leader. The player whose description matches the group leader's the most gets the object.

You may add other suitable lines such as 'There was/were .... in it.'

A Play

Part I

Scene I : *A King's Court. The court awaits the arrival of the king. Two guards are standing front right of the stage.*

First Guard : (*To the second guard*) Be alert, the king is about to arrive.

Second Guard : Who wants to be alert ? Life seems like one long sleep in this land. I am at ease, all day, though I am a guard.

First Guard : How boring ! I wonder if some interesting drama will unfold at the court today. It would enliven the atmosphere.

Second Guard : I would be equally happy if there was none. (*Enter the disciple looking around.*)

First Guard : Halt ! You are a stranger. Give your identity.

Disciple : You are right. I am a visitor here – a disciple of the Wise Sage from the Ghangor forest which lies to the east of your kingdom.

First Guard : What brings you here ?

Disciple : I have heard amazing stories about this kingdom of Andher Nagari and the great King Chaupat. I am especially impressed by the fact that everything in the market is sold at the same price. No complications.



Second Guard

First Guard : You have heard right. In our land, you can buy the most rich and delectable sweets for the same price as an equal measure of vegetables. *Taka ser bhaji, taka ser khaja*. I am quite happy about it. It makes life easy.

Disciple : So it should. It would be a good idea to settle in this land. But first I would like to attend the court today and pay my respects to the mighty King Chaupat.



First Guard

- What is the name of the town?
- What is the name of the King?
- What is the speciality of the land?
- What Indian proverb is reflected in the play?
- Do you think this is a good land to settle in? Why?

✦ What are the titles of King Chaupat?

Second Guard : You may stand there (*pointing out*) with those people who are in a queue.

(*Loud Voice from backstage : Hear you people. Here comes the most noble, most revered, most gracious, most learned King Chaupat of this vast kingdom. Make way for the king – Bow to the Royal Monarch.*)



Courtier

(*King Chaupat arrives to the fanfare of bugles and drums and takes his place on the throne*.)

King : Let the court begin !

Fourth Guard Messenger : The first complainant !

Thief : (*rushes forward and wails loudly*) Justice ! Oh, Most Great King ! I beg for Justice.

King : And what is your complaint?

Thief : In this great land of Andher Nagari, my friend and I have been truly hard-working honest thieves. All these years we have been true to our profession. And what is our reward? Last night, with great efforts, we made a hole in the wall of a merchant's house, when all his family were away. My friend peered through that hole into the house, when suddenly the wall collapsed (*Wails louder*).... and .... and my friend was instantly killed. I've lost my only friend and partner. O King ! It's the merchant's fault for living in a house with such weak walls.



King Chaupat and the Thief

King : Fetch the merchant at once. A life for life ! The merchant must be hanged !

(*Third Guard leaves and returns with the merchant who bows before the king*.)

✦ Can we call thieves 'truly hard-working and honest'?

Merchant : Mercy, O Noble King ! I had no intention of killing these skilled professionals. It is not my fault that the wall of my house collapsed. My house has been recently built. It is the fault of



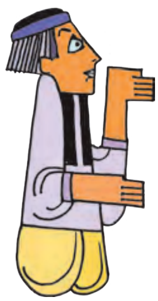
Merchant

the bricklayer, who carelessly built such a weak wall.

King : Bring the careless bricklayer immediately. He must hang for his fault.

(*Second Guard leaves and returns with the bricklayer*)

Bricklayer : O Most Kind Lord and King ! (*kneeling to the king*) Have mercy. I beg you, don't send me to the gallows. I agree that I built the wall which collapsed and killed a man. But it was not due to my carelessness. The mortar which I used to lay the bricks was of very poor quality. There was too much of water mixed in it. It is entirely the mortar-maker's fault.



Brick layer

King : Summon the mortar-maker at once. He must pay with his life for his thoughtlessness.

(*First Guard exits and returns with the mortar-maker who rushes and throws himself before the king.*)

Mortar-maker : (*wailing loudly*) Forgive me, O Merciful King. Please do not hang me to death. I have a wife and two young children. Who will look after them ?

King : Your carelessness has cost a life. You must pay with your life.

Mortar-maker : No... no... no, my Royal Lord. I am not to blame. The pot which I used to pour water into the mortar had an extra-ordinarily large mouth. So excess water poured down into the mortar mixture. I was helpless. It is the potter's fault for making such a useless pot.

King : Let the potter be brought here at once. He must be executed for moulding such useless pots.

(*Fourth Guard leaves and re-enters with the potter.*)

Potter : (*cowering before the king*) Your Majesty, show mercy to this humble potter. I agree the pot I made and sold to the mortar-maker was a defective one. But I am not guilty. As I was

✦ If you had been the merchant, what would you have said?



Mortar-maker

✦ What is the Mortar -maker's excuse? Is it believable?

moulding that pot, I heard the sweet delicate tinkling of anklets. It was the money-lender's daughter. She distracted me just as I was shaping the mouth and it became too wide.

- ✦ Do you think the Potter is telling the truth? Why?

King : Bring the money–lender's daughter here, this very instant. She must be sent to the gallows for disturbing this poor potter at work.

(*First Guard leaves and enters with the money-lender and his daughter*.)

Money-lender : (*in a desperate voice*) O Just King ! Spare my daughter. She is my only child and to be wedded next Monday.



The Potter, The Money-lender's Daughter and The Goldsmith

- ✦ Why is the Daughter so confident that the king will not hang her? Does her prediction come true?

Daughter : Oh, do not fret, father. The king will not hang me. (*To the king*) Your Most Esteemed Highness, I rarely step outside the threshold of my home. But as my father said, I am to be married next week and my jewellery is not ready. I had to go to the goldsmith's shop to urge him to work faster and hand over my ornaments on time ... The potter's shop is on the way. I could not help it. It is all the goldsmith's fault. Had he delivered my ornaments on time. I would not have been forced to go past the potter's shop.

- ✦ Is the Daughter's complaint about the Goldsmith true?

King : Then send for the goldsmith and without any delay, he must be hanged.

1. List the characters that have appeared so far in the play.
2. List all the different titles they use to address the King.
3. Copy the exclamations from the play. (At least 5)
4. Copy the orders (imperative sentences) from the play.
5. Use your imagination and the details from the play and draw a map of Andher Nagari.
6. Write what each of the following should have said after listening to the complaint against him/her :
   (a) Daughter ....
   (b) Potter ....
   (c) Mortar-maker ....
   (d) Bricklayer..
   (e) Merchant..
7. What should the King have said to the Thief?
8. Will a thief appear in a court on his own? Why does this Thief dare to do so?

Language Study

9. Read the following sentences and find the subject and the verb in each.

Sentence	Subject	Verb
You are a stranger.		
I am a visitor here.		
You have heard right.		
He must pay with his life.		
The king will not hang me.		

10. Read the following sentences. Tick the ones in passive voice. Copy them correctly.
   1. I have heard amazing stories ... ☐
   2. I am especially impressed by the fact ... ☐
   3. I am quite happy about it. ☐
   4. I beg for justice. ☐
   5. ... and my friend was instantly killed ... ☐
   6. My house has been recently built ... ☐
   7. It is the fault of the bricklayer ... ☐

Part II

(*Second Guard exits and returns with the goldsmith*)

Goldsmith : (*in a cranky tone*) O Noble King ! I beg of you ! How can you give me such a harsh sentence ? I was merely following your orders to the letter. You commanded me to set aside all my work and get the Queen's ornaments ready before Her Highness's birthday. So there has been a delay in making this lady's bridal ornaments. In the name of justice, Your Highness, pardon me. Spare my life. I was just following Your Highness's orders.

✦ What is the Goldsmith's excuse?

King : Not another word. Your excuse does not hold good. (*To the guards*) Take the goldsmith away to the gallows and hang him at once.

Goldsmith : Have mercy, O, Generous King, I fall at thy feet. Please, forgive me, just once, this time. Let me live. I have....

King : (*loudly*) None of this anymore. Take him away at once. Let him hang to death.

(*Two guards drag the wailing goldsmith away. Courtiers and others whisper to one another out of shock. Soon the guards return with the goldsmith and the hangman.*)

Is the Goldsmith telling the truth? Give reasons for your answer.

King : (*annoyed*) What? Why have you not carried out my orders? Hang the goldsmith at this moment or else you will suffer the same punishment.

Hangman : (*holding a noose in his hand*) A thousand apologies, O Great King, but this noose does not fit the goldsmith's neck. It is too loose.



Hangman

King : Then try it around everyone's neck here (*Pointing to the subjects*) and see who it fits. Whosoever has a neck of the size of the noose must be hanged.

(*Hangman tries the noose on many of the subjects waiting for justice. They spurn and resist, but the Hangman with the help of the guards overpowers them. Finally, the noose fits the disciple.*)

Hangman : Ah, Your Highness, It fits..... at last.

Disciple : But... but...

King : Ah ! Justice at last ! Take him to the gallows without further delay.

(*Hangman and guards force the protesting disciple out.*)

King : Justice delayed is justice denied. Andher Nagari prides itself on prompt action. Our actions speak louder than words.

(*Voices and shouts heard from outside. All re-enter in a rush with another elderly man.*)

King : What ? Why have you all returned with this stranger alive ? And who is this man?

First Guard : I beg your pardon, Your highness but we are confused indeed. This old man rushed towards us as we were about to hang the young stranger and begged and pleaded that he should be hanged instead.

Second Guard : At first we thought the old man had lost his mental balance. What sane man would wish to suffer such a drastic death willingly?

First Guard : But this young man says that he is a wise and learned sage from the forest yonder and he himself was this man's disciple.

Sage : O Noble King, You are most generous. Be kind and allow me to be hanged in place of my disciple. I beg of you.



Sage

King : What a strange appeal ! And why does such a wise and holy man wish to obstruct the course of justice, may I ask ?

Sage : (*showing reluctance to let out his secret*) Your Majesty.... the truth is... no.... no.... I cannot say it.

King : I demand an explanation or I shall not have you hanged in place of your disciple.

Sage : You see........ uh........ it has been predicted by the great prophets..... uh...... no...... no..... I shouldn't say this.

King : (*annoyed*) Speak out at once or your disciple will be hanged.



Disciple

- ✦ What is the Sage's request?
- ✦ What does the king want to know?
- ✦ Is the King willing to hang the Sage?

- millenium : a thousand years

- recluse: a person who lives away from all others

Sage : The.... the great prophets have foretold that the one who will be hanged on this day, in this kingdom, shall.... shall become the next king and conquer many more nations. I want to become the next great king, Your Majesty, and reign over a greater country... I will go down in history as a famous royal monarch. The future generations will read about me and my greatness for milleniums to come.

I shall never earn that fame if I remain a recluse – a sage. So do grant me this favour, O King, let me die at the gallows today.

King : Humm...... The next king? And this kingdom will expand? Glory for milleniums to come! Why, no one but I should be entitled to this privilege.

Guards! Take me to the gallows and hang me at once without any delay. Hurry up! Don't waste time. What a wonderful fate in my next life – a king once again! Goodbye, world. See you again.

(*All exit*)

✦ What is your opinion about the king - is he wicked, greedy, stupid or all of these? Which of his actions/words show that?

ENGLISH WORKSHOP

1. List the characters that appear for the first time in this part of the play. Write one or two lines about each of them.
2. Say whether the following sentences are true or false:
   - (a) The Goldsmith blamed the King for the delay in his work.
   - (b) The King thought that the Goldsmith had a good reason to delay the Daughter's work.
   - (c) The Goldsmith was hanged.
   - (d) The noose did not fit the Goldsmith's neck.
   - (e) The noose did not fit the disciple's neck.
   - (f) The Sage wanted to die on that day.
   - (g) The Sage wanted to save his Disciple.
   - (h) The King wanted to be King again in his next birth.
3. Write any three instances of funny rules and twisted logic used in Andher Nagari.

4. List the proverbs and sayings used in the play.
5. Read the entire play and complete the following blame game flow chart.

Blame-game flow chart

Who is blaming?	Who does he blame?	For what does he blame that person
Thief	Owner of the house	For not constructing a strong wall
Owner of the house	-	-
Merchant		
Bricklayer		
Mortar-maker		
Potter		
Money-lender's Daughter		
Goldsmith		

6. Form groups. Translate one page of the play into your mother tongue as a group activity. Gather the pages translated by different groups and prepare a translated script of the entire play.

7. Divide the play (Part I as well as Part II) into sections.
   Form groups and assign roles. Practise your lines in groups.
   Hold play reading sessions in the classroom.
   Which group/student presents the most effective reading?
   Note the features that make an **oral presentation effective**. Some of them are :
   - Meaningful reading – taking proper pauses (breaking the speech into meaningful chunks)
   - Using suitable intonation
   - Speaking clearly
   - Good pronunciation – using English sounds and stress patterns
   - Pleasant and confident appearance of the speakers.

6I4Z4V

8. Look up the following entries in the Language Study pages given at the end.
   - stress • intonation • sound • consonant • vowel

9. Note the way the dialogue in the play is presented. Look up the word 'colon' in the 'Language Study' pages and note how it is used in the play.

10. Listen carefully and write the verbs in the appropriate column.

Main verb	Auxiliary verb	Modal auxiliary

Teacher : can, give, following, commanded, get, has, been, spare, does, take, hand, have, fall, forgive, let, drag, return, will, is, try, has, must, be, resist, force, speak, are, were, should, had, thought, lost, would, says, was, are, does, may, cannot, demand, shall, shouldn't, become, reign

UNIT 3

3.1 Coromandel Fishers

Warming up!

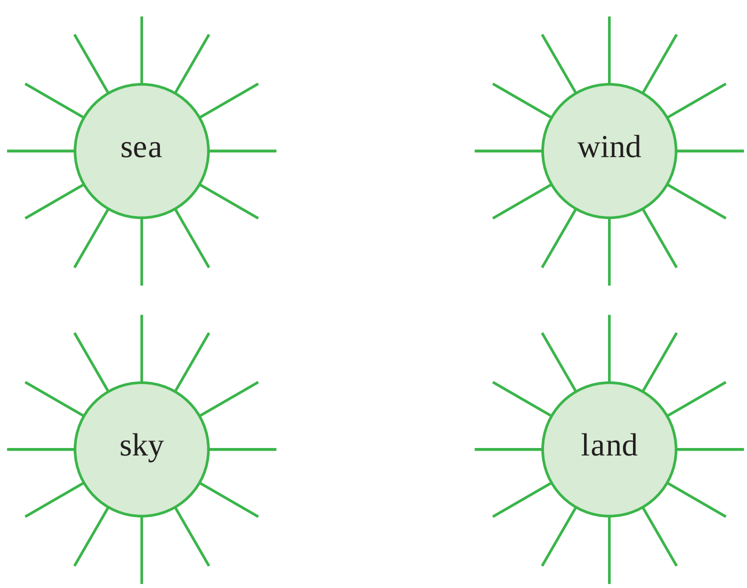
Chit-Chat

- What time do you get up in the morning?
- What time do you go to bed?
- Where do you spend your holidays?
- What adventures do you like – boating, trekking, scuba diving, mountaineering or something else?
- After you finish your education, would you like to work close to nature? What would you like to do?

Expanding Horizons

(a) Write as many words as you can, related to the following. You should have at least twenty words each. You may refer to your geography textbook or other sources for that purpose. Then try to find English words/items for the ones you have written.

After getting the students to write the words in the classroom, give them enough time to work on the glossaries at home. Let them present the bilingual glossaries on a date fixed for that purpose.



(b) Prepare a bilingual glossary for each of these topics.

(c) Arrange the glossary in two ways:

(1) According to the alphabetical order of letters in your mother tongue.

(2) According to the alphabetical order 'a-z'.

Discuss:

- In what way can a bilingual glossary be useful?
- What is the advantage of arranging the words according to two alphabetical orders?

Coromandel Fishers

Rise, brothers, rise; the wakening skies pray to the morning light,

The wind lies asleep in the arms of the dawn like a child that has cried all night.

Come, let us gather our nets from the shore and set our catamarans free,

To capture the leaping wealth of the tide, for we are the kings of the sea!

No longer delay, let us hasten away in the track of the sea gull's call,

The sea is our mother, the cloud is our brother, the waves are our comrades all.

What though we toss at the fall of the sun where the hand of the sea-god drives?

He who holds the storm by the hair, will hide in his breast our lives.

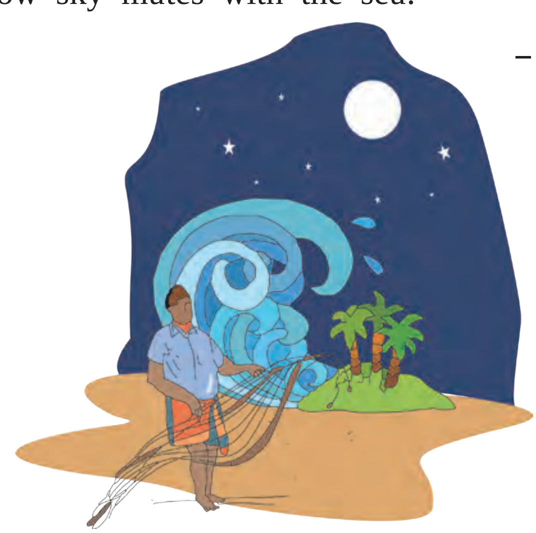
Sweet is the shade of the coconut glade, and the scent of the mango grove,

And sweet are the sands at the full o' the moon with the sound of the voices we love;

But sweeter, O brothers, the kiss of the spray and the dance of the wild foam's glee;

Row, brothers, row to the edge of the verge, where the low sky mates with the sea.

– *Sarojini Naidu*



Guess the meaning of

- wakening skies
- catamarans
- track

Think and answer:

- As the sea gull flies away calling it appears as though he is showing the way– What does the way lead to?
- Who holds the storm by the hair?
- What type of boat do the fishermen use?

- verge : edge, border, extreme limit

- mates : meets, joins

1. Answer the following questions.
   (a) How many stanzas are there in the poem?
   (b) How many lines are there in the poem?
   (c) List the rhyming words in each stanza.

2. You know that many poems have rhyming words or rhymes at the end of the lines in each stanza. The pattern of rhyming is usually shown with the help of small letters such as 'a', 'b', 'c', etc. This pattern of rhyme is known as the **rhyme scheme**. The rhyme scheme of each stanza in this poem is aabb. **Verify**.

3. What do the following expressions refer to? Write in a word or phrase.
   (a) leaping wealth of the tide: ....
   (b) kings of sea: ....
   (c) at the fall of the sun: ....
   (d) the edge of the verge: ....

4. Match the following:

(a) the wind	(a –)	(1) brother
(b) dawn	(b –)	(2) comrades
(c) Sea	(c –)	(3) mother
(d) cloud	(d –)	(4) child
(e) waves	(e –)	(5) mother holding her child

5. Find and write the lines in the poem that refer to –
   (a) early morning (b) evening (c) full moon light

6. Write the lines that show that the fishermen are not afraid of the sea or of drowning.

7. In the last stanza, two lines refer to a landscapes, and two lines refer to a 'seascape'. Which are they? Copy them from the poem correctly.

Landscape	Seascape

8. Using the internet, find photographs/pictures of landscapes/seascapes to illustrate the images used in the poem.

9. Select a few lines from your favourite nature poem in your mother tongue and translate them into English.

3.2 The Fall of Troy

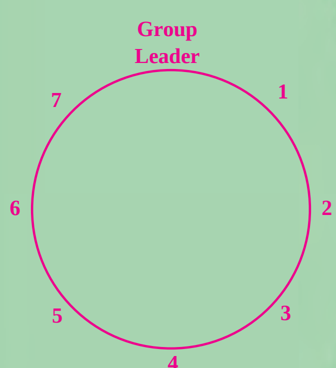
Warming up!

Chit-Chat

- Do you know stories from any epics or mythological poems?
- Who is your favourite mythological character? What do you like about that character?
- Who is your favourite warrior?
- If you could visit a place in the ancient world or the mytholocial world, which place would you choose? Which event would you like to see?

Building a Story

Form groups of eight. The group leader prepares slips of paper for each of the seven points given below and distributes them among the others. The group sits in a circle, taking their seats according to the number on the slip they have. Then each one completes the sentence on his/her slip without sharing it with the others. The group leader collects the slips and reads all the sentences aloud as one continuous passage. Does the story make sense? The group then works on the story to make it more meaningful and interesting.



This game may be played again by changing the groups, to form new stories.

1. Once there was a ....
2. Who lived in a ....
3. He/She ate ....
4. She/He went ....
5. There She/He saw ....
6. She/He was ....
7. That is why ....

The Fall of Troy

Part I

The Iliad is the story of Ilium or Troy, a rich trading city in Asia Minor near the narrow sea that leads from the Aegean to the Black Sea. It was well situated, both for commerce and agriculture. In front of the city was the sea over which sailed the ships of Troy, carrying goods and grain. At the back rose the high peak of Mount Ida, from which flowed many rivers and streams. The valleys among the hills were well-watered and fertile, with corn growing in fertile fields and cattle feeding on the rich grass of the meadows while sheep fed on the slopes of the hills.

Round their city the Trojans had built a strong wall so that no enemy should attack them from the sea. The wall was so broad that people could stand and sit and walk on it. The great gates stood open, and people could go to the seashore outside and come in as they pleased. But in time of war the gates would be closed; and then the city was like a strong fortress, quite safe from all attack, protected by the walls surrounding it, as well as by the hills behind.

Thus, Troy was a strong city, strongly protected by its walls and strongly defended by its brave soldiers. But all the kings and heroes of Greece had declared war against the Trojans, because Paris, a prince of Troy, had persuaded Helen, wife of a Greek king Menelaus, to elope with him. He had brought her to Troy. The Greeks wanted to take revenge on Troy for the wrong done to Menelaus. They sailed to Troy and laid siege to the city. The Trojans, too, fought hard and the siege continued for ten long years.

The fighting went on daily, but the siege did not end. On the one hand, the Greeks could not take the city, and on the other hand the Trojans could not force them to sail away. Every day the Trojans came out of their gates, and the Greeks came out of their tents and ships, and the fighting went on. Sometimes

- ✦ How did the location of Troy help it to grow into a very rich/ prosperous city?
- ✦ How were the Trojans protected during wartime?
- ✦ What was the cause of the ten year old war between the Greeks and Trojans?

✦ Who were the brave heroes on either side who were killed in the war?

there were great battles between the two armies. Sometimes there were single fights between two great heroes. Sometimes the Trojans had the better of it and sometimes the Greeks. But still the fighting went on.

Great heroes on both sides were killed in the course of the war. After leading the defence of his city for nine years, the brave Hector was at last killed by Achilles, whom none could resist. But Achilles himself was killed later on by a poisoned arrow that entered his heel, the only part of his body where he could be wounded. Still later, Paris himself was killed, also by a poisoned arrow. The Trojans were tired of being shut up in their city, and the Greeks were longing to see their homes again. But still the fighting went on.

ENGLISH WORKSHOP

✦ Read the story and 'retell' it in your mother tongue. When you 'retell' a story, you tell it using your style and not translate it word by word.

1. Find antonyms of the following from the passage.

   (a) barren × .... (b) offended × ....

   (c) cowardly × .... (d) peace × ....

   (e) surrender × .... (f) exposed × ....

   (g) defenceless × ....

2. **Correct** the following sentences **using facts from the passage**.

   (a) Troy traded in cattle and grass with other cities.

   (b) During war, Trojans jumped over the fort gates and their soldiers to fight the enemy.

   (c) Helen escaped with Menelaus.

   (d) The Greek armies and heroes always defeated the Trojans.

   (e) Both the enemies were eager to continue fighting.

   (f) Troy was attacked because it was a strong, rich city.

3. **State the counter action** for the following actions.

Action		Counter-action
(a) Helen eloped with Paris	(1)	....
(b) The Greeks sailed to Troy and attacked it	(2)	....
(c) Hector was killed by Achilles	(3)	....
(d) The siege continued for ten long years.	(4)	....
(e) The fighting went on daily	(5)	....

4. From either of our two Indian epics, find out which battle/war lasted the longest? Write down about its cause, the enemy armies, its heroes, its duration and the final outcome.

- *Cause* ....
- *The enemy armies* ....
- *Heroes* ....
- *Duration* ....
- *Final outcome* ....

Language Study

5. Underline the subject in the following sentences:

   (a) Paris had brought her to Troy.

   (b) The Greeks waited to take revenge on Troy.

   (c) The Greek armies sailed to Troy.

   (d) The Trojans, too, fought hard.

   (e) The fighting went on.

- Here, we see that the '-ing' form of the verb 'fight' is used as a subject in 'The fighting went on'. It does the work of a noun. When the '-ing' form of a verb is used as a noun, it is known as a **gerund** or **verbal noun**.

  Read the following examples of gerunds:

  - *Gardening* is an art.
  - *Cooking* is a science.
  - I enjoy *reading* poems.
  - I like *reading* more than *writing*.

- Rewrite the above sentences using other appropriate gerunds in place of the ones given here.

Part II

At last Troy was taken, not by force but by a trick. It was the cunning Odysseus who thought of a plan to obtain the victory.

"Let us build a great wooden horse", he said, "big enough to hold men inside it, and let some of our best fighters hide in the horse. Then let us burn our tents and pretend to sail away in our ships. But instead of sailing away, we will return in the night. When the Trojans are asleep, we will attack the city and burn and kill."

The Greek leaders decided to follow the advice of the wise Odysseus. So a great horse of wood was made by a skilful engineer, and the greatest heroes, Menelaus, Odysseus himself, and others entered it, the last man to go in being the architect himself who knew the secret of opening and shutting the entrance. That evening the Greeks burned their tents and sailed away in their ships, but they did not go very far. Only one man was left behind to persuade the Trojans to drag the horse into their city.

Next day the Trojans woke up, expecting to go out and fight as they had done for the past ten years. What delight and surprise they felt at the sight they saw on the seashore outside the walls ! It seemed that the long siege was over at last. The tents had been burnt. The shore was deserted. The Greek ships had all gone.

"It's peace at last," they cried, and opened wide their gates and came out in large numbers on the plain, glad to be free again to go where they pleased. Then they saw on the sands the huge, wooden horse. They gathered round it in astonishment, for it was indeed a wonderful piece of work.

As they were wondering how the horse had been built and why it had been left behind, they found a Greek with his hands tied together lying under it. When the Trojans dragged him out, the man pretended to be very frightened of them. When he was commanded to tell them why the Greeks had gone and why they had left this horse behind, he pretended

✦ How did Odysseus plan to defeat the Trojans?

✦ What was the reason for Troy to rejoice and celebrate?

Think and answer:

✦ Was it enough to use the wooden horse to hide?

What was done to make the Trojans take it inside the city?

to tremble very much and refused to speak. When at last they threatened to kill him, he spoke and told them this false tale.

"The Greeks are tired of the long war and have sailed away in their ships," he said. "But they are afraid of the long voyage home too, and so they have made this horse and left it as an offering to the god of the sea. They wanted also to kill me and offer me as a sacrifice to the sea-god; but I escaped and hid from them."

"But why did the Greeks make such a huge horse?" some of the Trojans asked. And the cunning Greek made this reply : "If they had made a smaller offering, you might have taken it into your city. Then the luck would have gone to the Trojans and not to the Greeks. That is why they made it too big to go inside your gates."

The Trojans were delighted to hear this. "The Greeks have gone," they said, "and the walls are no longer necessary. Let us make a hole in the wall and drag the horse in."

Their wise priest warned them not to do so. "It may be a trick that will ruin us," he said. "You will bring disaster on the city if you break down the walls." But they were so excited that they paid no attention to his words. They broke down part of their strong wall in order to drag the horse in.

All that day the Trojans feasted and drank and celebrated. After all their celebrations, they went to sleep and slept soundly. But that day of rejoicing was soon followed by a night of terror and death.

The Greek ships had not sailed far. As soon as they were hidden by an island, they had lowered their sails and dropped anchor and waited for the night. In the darkness the fleet sailed back, and the leading ship, which was Agamemnon's, bore a red light high on its mast. The Greek, who was watching for the return of the fleet, crept to the wooden horse and gave the signal. The side of the horse opened, the Greeks climbed out and opened the gates. The whole Greek army entered the sleeping city. Immediately the Greeks

✦ Was the big wooden horse really an offering to the god of the sea?

✦ How did the cunning Greek explain the presence of such a large wooden horse?

✦ What reckless/ thoughtless step did the Trojan's take?

✦ How did the Greek ships remain hidden from Troy?

✦ What did the Greek soldiers hidden in the wooden horse do after nighfall?

set fire to houses and towers and palaces, and began to burn and kill.

Troy was filled with the sight of leaping flames and the sound of shouting and the noise of weapons and the cries of weeping women. The sleeping Trojans sprang out of their beds, but they were taken by surprise. Their enemies were right inside their walls, and many of the Trojans were killed before they could put on their armour and seize their weapons.

A bright light lit up the night sky as palaces and houses, temples and towers, went up in flames. The Trojans fought as well as they could, but it was all in vain. Old King Priam was killed with all his brave sons. Hector's wife and his old mother and sister were carried off as slaves by the conquerors. Their fate was in contrast to Helen's when King Menelaus rushed through the city, looking for her and found her in her palace. She hung her head in shame and sorrow as she faced her former husband. Her voice was choked with emotion and she could not speak. But Menelaus forgave her and she went back with him, for it was only Aphrodite who had turned her heart away from her home and her husband and her child.

When morning came, nothing was left of the proud, rich city that had resisted attack for ten years.



✦ What distressing sounds and sights could be witnessed at Troy, that fateful night?

✦ What was the destiny of the royal family of Troy and that of Helen?

• Aphrodite : a Greek goddess

1. Find and write the Greek and Trojan names used in the story (Part I and II).
2. List all the words related to 'war' from both parts of the story.
3. Note the following constructions carefully and then use them to express your ideas:
   (a) A horse **big enough** to hold men inside it
   .... enough to ....
   (b) The Greeks were **tired of** the long war.
   .... tired of ....
   (c) They **are afraid of** the long voyage home, too.
   .... afraid of ....
   (d) They made it **too big to go inside** your city.
   .... too .... to ....
   (e) They were **so excited that** they paid no attention to his words.
   .... so .... that ....

Get the students to construct many such sentences orally, using their own ideas. Later, they may write down a few of those.

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4. Put the following events in the order in which they took place. Number them accordingly.
   (a) The Trojans found a Greek man under the big wooden horse. ☐
   (b) They broke down part of the horse and brought the horse in. ☐
   (c) The cunning Odysseus thought of a plan. ☐
   (d) The Greeks burnt their tents and sailed away. ☐
   (e) Troy was burnt down. ☐
   (f) The Greeks built a big wooden horse. ☐
   (g) The great heroes hid inside the horse. ☐
   (h) The priest warned the Trojans not to break the wall. ☐
   (i) The Trojans were happy to see the Greek ships go. ☐
   (j) The Trojans slept soundly. ☐
   (k) The Greeks came out of the horse and opened the gates. ☐
   (l) The Greek army entered the city. ☐
5. Form pairs. Imagine you are a pair of Trojans and you have come to know about Odysseus's plan. Make a counter plan to defeat the Greeks. Write down your plan as you would explain it to your fellow Trojans.

6. (a) Refer to the Language Study pages and read the following entries :
(i) word (ii) phrase (iii) clause (iv) sentence.

(b) A phrase is a meaningful group of words. Read the following phrases :

- the wise Odysseus
- a great horse of wood
- a skilful engineer
- the greatest heroes
- the secret of opening and shutting the entrance
- on the seashore outside the walls
- in the darkness
- watching for the return of the fleet
- part of their strong wall

- Write three phrases on your own.

All the above phrases are parts of sentences; they do not form a complete sentence by themselves. A sentence expresses a complete idea. You know that it has a subject and a predicate. A sentence has at least one finite verb in it. Read the following examples:

- The tents had been burnt.
- The shore was deserted.
- The Greek ships had all gone.

- Write three sentences using your own ideas.

(c) When we read the story of 'The Fall of Troy', we see that here (as elsewhere), many sentences express two or more complete ideas linked together. For example,

- When the Trojans dragged him out, the man pretended to be very frightened of them.
- They wanted also to kill me and offer me as a sacrifice to the sea-god; but I escaped and hid from them.
- In the darkness the fleet sailed back, and the leading ship, which was Agamemnon's, bore a red light high on its mast.

All these sentences consist of clauses. A clause has a subject and a verb. Some clauses can stand by themselves as a complete sentence.

Example : The man pretended to be frightened of them.

But some clauses do not make complete sense by themselves.

Example : When the Trojans dragged him out

It is only when we read the entire sentence that we understand what is being said.

Thus, we have seen that a clause is a part of a sentence and there are two types of clauses : (a) Main clause – It can stand by itself. (b) Subordinate or dependent clause : It depends on the main clause, and is incomplete without it.

Note that a sentence can have two or more main clauses or a main clause and one or more dependent clauses, but we cannot have a sentence without a main clause.

- Identify one example of a main clause and one example of a dependent clause from page 74.

3.3 To a Butterfly

Warming up!

Chit-Chat

- What games did you play when you were a small child – in pre-primary or primary school?
- Who were your playmates?
- What do you remember best from that time?



Encourage the students to prepare small cards with the description and pictures of any one game they played.

Short Poems

- Use the following formats to write your own poems.

noun
noun + verb
noun + verb + adverb
determiner/adjective + noun + verb + adverb
exclamation
noun + verb

Rolling
Roaring
Boundless
Deep
Blue
Sea ...

---

adjective 1
adjective 2
adjective 3
adjective 4
adjective 5
noun

Cute
Little
Black
Naughty
Playful-
Kitten!

If necessary, the teacher should revise the parts of speech mentioned in the activity and write plenty of examples of each on the blackboard.

---

verb
verb + adverb
verb + adverb + adverb
noun + verb + adverb + adverb
determiner/adjective + noun + verb + adverb + adverb
question (simple/rhetorical)

Students can use other functional words like prepositions and conjunctions if necessary to make their writing more meaningful and correct.

To a Butterfly

- thee : you
- Thou : you
- bringst : bring
- art : are



STAY near me – do not take thy flight!
A little longer stay in sight!
Much converse do I find in thee,
Historian of my infancy!
Float near me; do not yet depart!
Dead times revive in thee:
Thou bring'st, gay creature as thou art!
A solemn image to my heart,
My father's family!

✦ Is the poet a grown-up person or a child?

Oh! pleasant, pleasant were the days,
The time, when, in our childish plays,
My sister Emmeline and I
Together chased the butterfly!
A very hunter did I rush
Upon the prey – with leaps and springs
I followed on from brake to bush;
But she, God love her, feared to brush
The dust from off its wings.

– *William Wordsworth*

- brake : a place overgrown with bushes

1. Pick out from the first stanza, four expressions where the poet pleads with the butterfly not to go away.

   - .... • ....
   - .... • ....

2. Match the words/lines and their meaning.

Words/Lines		Meaning
• Do not take thy flight	:	reminder of my childhood days
• Much converse do I find in thee	:	I want to talk to you about many things
• Historian of my infancy	:	Do not fly away
• Dead time revive in thee	:	I rushed upon the prey (butterfly)
• A very hunter did I rush upon the prey	:	In you, I see the time that has gone by

3. Say WHO –

   (a) Reminds the poet of his childhood ....

   (b) Is afraid to touch the butterfly ....

   (c) Is like a hunter ....

   (d) Is the poet's sister ....

4. Sometimes, the normal word order is changed in the lines of a poem, to emphasise something or to make the lines sound better. This change in word order is called 'inversion'.

   Can you find examples of inversion in this poem? Write them down. Then rewrite the lines using regular word order and compare the effect.

   Example : A little longer stay in sight!

   Stay in sight a liitle longer.

5. The rhyme scheme of the first stanza is a a b b c b c c b.

   Now write the rhyming words in the second stanza.

   Note the words 'rush', 'bush', 'brush'. Their spellings look similar, but the pronunciation of the words is different. It is known as **eye rhyme**.

   Find examples of 'eye rhymes' and true rhymes from other sources.

6IHM9T

- politely
- brightly
- sweetly
- nicely
- lovingly
- kindly

Prepare a similar list of adverbs which show the difference in the manner of saying or communicating something. A few examples are given here.

- angrily
- rudely
- nastily
- quietly
- slowly
- quickly

3.4 Think Before You Speak!

Warming up!

Chit-Chat

- Do you write a diary?
- Do you write letters or notes to your friends and relatives?
- Do you ever fight with your friends?
- Do you have arguments with your family members?
  What are the arguments about?



Read the following words which may be used in place of speak–

• talk	• utter	• tell	• announce	• declare
• voice (an opinion, etc.)		• converse	• say	
• chat	• gossip	• lecture	• communicate	
• explain	• uphold (an opinion)		• support	
• praise	• recommend	• request	• urge	
• plead	• introduce	• mention	• refer to	
• discuss	• remark on	• rebuke	• comment on	
• scold	• chide	• criticise	• berate	• pull up
• reproach	• admonish	• suggest	• indicate	• mean
• denote	• show	• reflect	• express	• reveal

(a) Tick the words you know and underline the ones that you do not know. Find their meaning and pronunciation from a good dictionary.
- Which of these words have a positive meaning?
- Which of these words suggest an unpleasant context?

(b) Try to **translate** these words into your mother tongue **to show the different shades of meaning**.

Think Before You Speak!

Man was meant to listen more and talk less. That is why as the great British statesman Benjamin Disraeli said: "Nature has endowed man with two ears and one mouth. If man was meant to talk more and listen less, he would have two mouths and only one ear." Imagine how we would have looked, how strange with two mouths on the two sides and one ear at the centre.

And mind you, the ears are like funnels, open all the time. There is no door with which you can close them. Whereas if you have to speak even one single word, that word must pass through two walls – two fences. There is firstly the fence of these two rows of teeth. There is secondly the fence of the two lips. Before a word can be spoken, it has to pass, it has to pierce through these two walls, through these two fences. Therefore we must think at least twice before we utter a word.

A very wise man once remarked that of the unspoken word you are a master, of the spoken word, you are a slave. Once you have spoken a word you cannot get it back, do what you will. Therefore you must be very careful about the words that you speak. Once the word has left your lips, you will not be able to get it back.

What are unspoken words? They are things you want to say, but remain unsaid, as thoughts in your mind. Once you have put the thoughts into words, once the words have left your lips, you cannot change them or control them.

A young man went to his spiritual teacher and said, "I have spoken very harsh and unkind words to my friend, and he is deeply hurt. I am afraid I have lost my friendship with him. How can I make amends?"

The wise teacher gave him a fresh sheet of blank paper and a pen; he said to the young man, "Write down on this paper all the harsh things you said to him."

The young man did as he was told, and showed the paper to the teacher.

- Was Disraeli trying to give a scientific reason?
- Was he only trying to give a message in a lighthearted but effective way?

You have learnt about adaptation in living things in your science textbooks. Find the biological reasons, why man's ears and mouth have developed the way they are now.

- Draw comic diagrams to represent the content of the first two paragraphs.

Guess the meaning of :

- was taken aback
- stammered
- exhausted

Think about it :

- Do you remember someone speaking to you angrily, without thinking?
- What did you do on that occasion? Did you also speak angrily?
- Discuss what you can do to control your anger.

"Now tear up this sheet of paper into as many small bits as you can," the wise teacher said.

Soon, the single sheet was torn into a hundred tiny bits of paper.

"Throw the bits out of this window," the teacher told him.

That was easily done! It was a windy day and the tiny bits were scattered far and wide even as the young man watched.

"Now, go out into the street and collect as many bits of the paper as you can," the teacher ordered him.

The young man was taken aback. "But…but, that will be difficult …" he stammered.

"It will be difficult indeed, but do give it a try," the teacher suggested.

The young man went out. He returned half an hour later, exhausted. He had not been able to get hold of a single torn bit from the paper he had torn up just a while earlier!

"This is what happens with the spoken word," the teacher said to him. "Once you have spoken the words aloud, it is very difficult to take them back. Therefore, learn to think before you speak in anger."



Socrates was one of the wisest men of the ancient world. Many were the youths whose lives he influenced for the better.

Socrates counselled his disciples to keep their mouths shut – and speak only when absolutely necessary.

"O wise one, how may we know when it is right to speak?" they asked him.

"Open your mouths to speak only after you have asked yourself three questions, and received an affirmative answer to each of the three," replied Socrates.

What were the three questions?

The first question we must ask ourselves before we speak is – **is it true?** If we are not sure about the veracity of what we are saying, it is better that we do not utter a word. When we utter words carelessly, we ourselves become transmitters of untruth.

The second question to ask is – **is it pleasant?** Many are the empty remarks and vain statements that people make in idleness to hurt others. It is better that these unpleasant words remain unspoken.

The third question according to Socrates is – **is it useful?** Is our statement going to benefit the listener? Will our words bring comfort to someone? Are we likely to help someone with what we say? Only in that case should we go ahead and speak.

- counselled : advised, guided
- affirmative : An affirmative answer is the answer, 'Yes'.
- veracity : truth
- transmitters : Here, it means persons who spread something; in this case, untruth.

Reflect : Have you ever passed on an empty remark or vain statement that might hurt someone else? What can you do to avoid doing it again?

1. The same word can be used as a noun in some sentences and as a verb in others. For example,

   (1) Many are the empty *remarks*. .... (Noun)

   (2) A wise man once *remarked*, ... (Verb)

   Make two sentences of your own with each of the words given below, **using the same word as a noun in one and as a verb in another**.

   - change
   - show
   - throw
   - return
   - benefit

2. Complete the following:

   (a) Our ears are like funnels because ....

   (b) The two rows of teeth are like a fence because ....

   (c) The two lips are like a fence because ....

   (d) Harsh words are like scattered bits of paper carried away by the wind because ....

3. **Write a brief summary** of the story of the young man and his spiritual teacher, making the young man the narrator.

   You may begin as given below. 'I went quickly to my spiritual teacher for advice because I had .... (Now continue)

4. Translate the following sentences into your mother tongue.

   (a) The first question we must ask ourselves before we speak is – **is it true**?

   (b) The second question to ask is – **is it pleasant**?

   (c) The third question according to Socrates is – **is it useful**?

Language Study

5. Read the following sentence.

   'A very wise man once remarked that of the unspoken word you are a master, of the spoken word, you are a slave.'

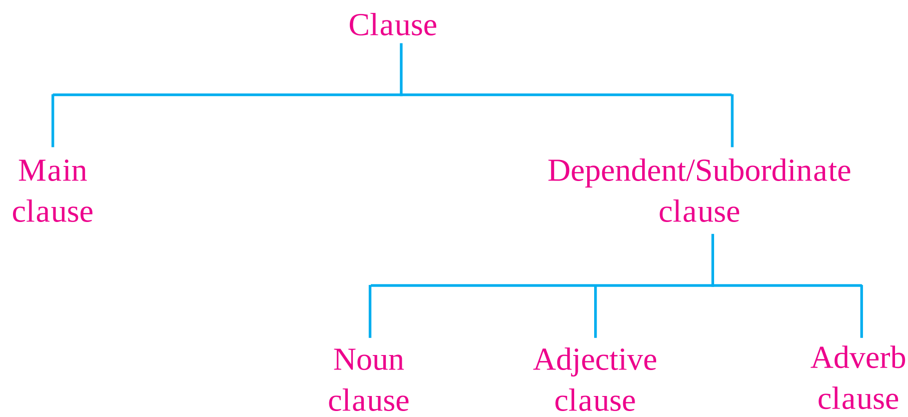
   The sentence has two pairs of opposites – spoken and unspoken, and master and slave. The contrasting ideas make the sentence more effective. Putting together opposite or contrasting ideas in one sentence is a literary device. It is called **antithesis**.

   Read the following examples of antithesis.

   - Give every man thy ear, but few thy voice.
   - Man proposes, God disposes.
   - Speech is silver, but silence is gold.
   - Patience is bitter, but it has a sweet fruit.

6. Find some examples of antithesis from your mother tongue and translate them into English.

7. We have seen that clauses are parts of a sentence, and they are classified as main and subordinate or dependent clauses. Dependent clauses can be further classified as follows according to the work they do in a sentence.



How do we decide whether a clause is a noun clause, an adjective clause or an adverb clause? There is a simple rule - we can replace an adverb clause with an adverb, an adjective clause with an adjective and a noun clause with a noun.

Look at the following examples -

- But I don't know the *answer*. (Noun)

  But I don't know *what they want*. (Noun clause)

- He told us a funny story. (Adjective)

  He told us a story that was funny. (Adjective clause)

- They went away. (Adverb)

  They went when you were talking to your friend. (Adverb clause)

Now complete the following on your own :

- But I don't know ....
- He told us ....
- They went ....

---

8. **Think before you use!** Name some 'ready to eat' and 'ready to cook' food items available in the market. Discuss the following in groups

   (a) Discuss whether it is necessary to use such items and why they are sold.

   (b) Discuss the possible adverse effects of such food items.

5. Activity : **Live English : Packs, packets, pouches, wrappers**



(a) Given above is the picture of an imaginary food item's packet. Let us see how to 'read' the matter on the packet as a vigilant consumer.

- Look at the wrapper and complete the sentences.

  (1) The name of the food item is ....

  (2) It is made by ....

  (3) It is a .... food item. (Veg/Non-veg)

  (4) The .... sign indicates whether it is a Veg or Non-veg food item.

  (5) The ingredients are ...., ..., ..., ...

  (6) The date of packing is .... and the expiry date is ....

  (7) It should be consumed before .... from the date of manufacturing.

- Try and obtain more information about the various symbols printed on the packet.

- Discuss the following –

  (1) Why the 'recipe' is given on the packet.

  (2) Why the packet tells us to visit the website of the company.

  (3) What ideas are used to make the packet attractive.

  (4) How you will verify whether something is good for you to eat.

(b) Collect the outer coverings of fast food items. Discuss the following points in groups and then write your observations in your notebook.

- Ingredients
- Manufactured by
- Net weight
- Veg or Non-veg
- Recipe
- Nutrition facts
- MRP
- Mfg date
- Website
- Other instructions, if any

(c) Work in groups and **prepare an attractive wrapper** or **packet** for any product of your choice. **Prepare an advertisement** for your product.

(d) You want to **convince the customer** to buy your product. Prepare a conversation between you and the customer about it.

(e) Your younger sister wants to eat something tasty. You are telling her the recipe of one such food item. Prepare a dialogue about it.

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3.5 Great Scientists

Warming up!

Chit-Chat

- What would you like to learn about in your Science period?
- Have you ever tried to do an experiment on your own?
  If yes, tell me about it.
  If no, tell me why you've never tried.
- What would you like to learn about in your English classes?



Students can share the inputs from this activity with their teachers in the form of a written note.

Inventions

(a) Think of as many examples of the following as you can within five minutes and write them in the appropriate column.

Type of machine	Examples
Simple machines that are operated by hand	
Machines that run on electricity	
Electronic devices	

(b) Write as many uses of the following as you can. Form groups of four. Compare your lists. Make a long list by putting together the lists of all members.

(a) A cloth bag (b) a wicker basket
(c) a glass bottle or jar (d) a steel bowl
(e) a thick string or rope

✦ Choose any one machine or device and prepare a short note about it. It should include

- The structure of the device
- How it works (functions)
- A labelled diagram
- One or two lines about when and how it evolved.

Great Scientists

Great scientists are persevering and never deterred by difficulties.

Michael Faraday is regarded as one of the most distinguished scientists and inventors of modern times, and his work on electricity is still a subject of study, in the form of Faraday's Laws. But few know his inspirational life story, which is all about courage and fighting against the odds.

Michael Faraday was born into a poverty-stricken family in a dirty London suburb. He suffered from a speech defect as a child. He would pronounce 'rabbit' as 'wabbit'. He could not even say his own name and would call himself 'Fawaday'. Other children laughed at him and teachers did not help him either. When he was twelve, his mother was forced to take him out of school, thus putting an end to his formal education.

At thirteen, however, he started working with a bookbinder, binding hundreds of books during the day and staying up all night to read them. Reading thus became his obsession. One day he came across a book on electricity which had been sent to his master for binding. He started reading it and was completely hooked. That was his first introduction to the subject of electricity, which soon became a lifelong fascination.

Faraday was still poor at twenty-one. Once, a friend gave him a free ticket to a public lecture and demonstration by the renowned chemist Humphry Davy at London's Royal Institution. Davy's work on chemicals and electrical lighting was the subject of conversation among the scientists of that age. Seventy

✦ Before you read further, guess what the passage is about.

Listen, read and answer :

✦ What were the odds against Faraday in his childhood?

What is meaning of :

- Reading became his obsession.
- Electricity became a lifelong fascination.

Think and answer :

✦ Why do you think Faraday's friend gave him a free ticket to Davy's programme?

Find the answer on this page :

- ✦ What was the subject of Davy's lecture?
- ✦ What actions and thoughts of Faraday show that he was inspired by Davy?

Guess the meaning of :

- mentor

- ✦ Why did Davy choose Faraday as his secretary ?
- ✦ Was Davy fair in his treatment of Faraday ?
- ✦ How did Faraday respond to that treatment ?

years later, across the Atlantic Ocean in the USA, the same work enabled Thomas Edison to produce the first consistent light bulb.

That day in 1812 Faraday was spellbound by Davy's lecture. He kept taking notes about the 'mysterious force of electric fluid'. He was so engrossed in the lecture that he forgot to applaud with the rest of the crowd. When he went back, his notes were so comprehensive that he bound them into a book, meaning to gift it to Davy some day. Faraday decided that day that he didn't just want to sell books, he wanted to be a great scientist – good enough to write his *own* books. Davy became his role model. But there was a problem. He did not have the social status, money or the education to pursue science. Faraday thought it would be wonderful if Davy became his mentor, but Davy did not agree initially. Faraday was not dejected; he just kept trying.

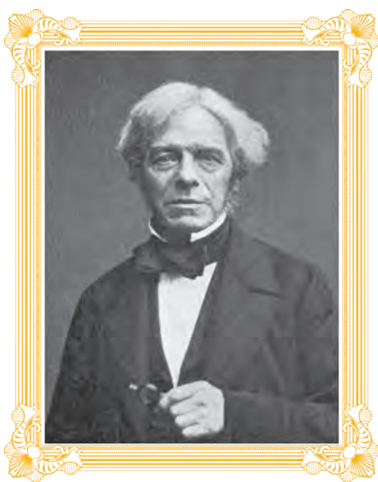
Destiny had a strange plan in store for him. A few years later, a chemical explosion happened inside Davy's lab and he was temporarily blinded. He now needed an assistant with an excellent memory to help him. He was reminded of Faraday and decided to hire him as his secretary. Davy never believed Faraday could do anything in the field of science going by his social status and education. He therefore dismissed Faraday's aspirations and advised him to stick to bookbinding. But Faraday was relentless. He worked day and night and learnt as much as he could about Davy's experiments. Soon Faraday became indispensable to Davy, and was promoted to his lab assistant. This was his first step towards a scientific career. Though much of his job now was cleaning labs, at least he got to see some of Davy's leading experiments.

Even then Davy did not have much hope for Faraday. Then Faraday got another chance to prove himself. One day Davy tried to re-create a famous electromagnetism experiment with fellow chemist William Wollaston, exploring why when an electric current is applied to a wire, it causes that wire to behave like a magnet. Obviously, the forces were

connected but nobody had figured out how to make it happen continuously. Davy believed that if he could find out why it happened and controlled it, there could be many practical applications of the force. But he was unable to figure it out and was frustrated. He then teased Faraday, asking him to try his hand at it after he was done cleaning the lab.

Within a few days, Faraday solved the problem. In fact, he went further and the result was the first induction motor, which converted electrical current into continuous mechanical motion.

The induction motor spurred a revolution. Fans, air conditioning, sewing machines, photographs, power tools, cars and even trains and aeroplane engines grew out of this simple device which was born out of mockery directed at Faraday.



Faraday became a celebrity scientist overnight. Nobody now cared about his social status or education; this young man had just created a revolution. One would think, as a teacher Davy was happy at his pupil's achievement. But in reality he was jealous. People started telling Davy that of all his discoveries, the best was Faraday himself; this made him even more jealous. An angry Davy gave Faraday an impossible task to keep him out of his way. He handed him a piece of Bavarian glass, which was used in the lenses in telescopes and microscopes, and asked him to reverse engineer it. Bavarian glass was manufactured by a secret complicated process and Davy knew that with the equipment available in the lab Faraday would never be able to accomplish the task. This piece of glass became a significant thing in his life.

Faraday had a never-give-up attitude and he respected Davy. So he accepted the assignment, despite

- ✦ What happens when an electric current is applied to a wire?



- ✦ An induction motor is a commonly used eletrical machine. What examples of its use are given here?

Give one example each to show that

- ✦ Faraday was a good pupil.
- ✦ Davy was not a good mentor.

Guess the meaning of :

- reverse engineer it.

Think about it :

Faraday kept a souvenir of his failure as a source of inspiration.

✦ Write the idea behind an eletrical generator.

‘In order to succeed, your desire for success should be greater than your fear of failure’.

– *Michael Faraday*

✦ Why were Faraday’s drawings not accepted ?

✦ Does it mean they were wrong ?

knowing that it would be very difficult. He toiled for four years, with no help from Davy, and, as expected, failed. Faraday never learned the secret, and this remained his first failure as a scientist. To remind himself of these difficult times, he kept a single glass brick on his shelf as a souvenir. This would inspire him during difficult times.

In 1829, Davy died and Faraday succeeded him as head of the laboratory. He was free to pursue whatever he liked, and he made another revolutionary discovery. He noticed that if he moved a magnet, it could produce electrical current; thus he could now convert motion into electricity. This is how the electrical generator was born, something still used today to generate all kinds of power, like dynamos and other devices.

Faraday was now a legend. In 1840, he developed memory loss, which continued for the rest of his life. But the disease did not stop him. He persevered, starting a complicated experiment to prove that light was closely related to electricity and magnetism – a novel thought in those times.

Remember that piece of Bavarian glass Faraday had kept on his shelf? He was determined to convert the reminder of his first major failure to an instrument of great success. He used the same glass now to show that in the presence of a magnet, light could be isolated into a single wave rather than spreading out randomly in all directions, a concept called polarization.

He then took the age-old experiment of sprinkling iron filings on a sheet of paper near a magnet, making circular patterns. He went on to prove that these patterns were not a property of the iron filings; in fact they were due to the invisible magnetic fields that filled the empty space around the magnet and hence disturbed the filings. This is where his lack of formal education went against him. Faraday did not know much about advanced mathematics, so he just copied the iron filing patterns with his hand. He was unable to explain them in the form of mathematical equations. He made hundreds of such drawings but without equations, they were not accepted.

Fortune favoured the brave Faraday once again when he met James Maxwell, a wealthy, educated physicist well versed in mathematics. He was willing to work with Faraday. It was Maxwell who translated Faraday's idea into a set of equations that are now called Maxwell's equations. Their combined work has helped us in many ways. Electronics and communication system today are designed around their discoveries. Some day, we might even be able to communicate with aliens across different galaxies using the products of these discoveries.

- ✦ Try out the experiment of the iron filings and the magnet.
- epitomises : is a pefect example of

Faraday's life started with difficulties, but as a great scientist he met each difficulty with perseverance and conviction. He was given impossible tasks, which he undertook as challenges and opportunities. He epitomises what the Walt Disney character Pinocchio said :

'When you wish upon a star
It does not matter who you are'.

– From the Introduction to 'Reignited'
by A.P.J. Abdul Kalam and Srijan Pal Singh

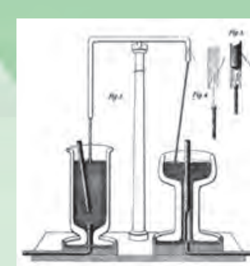
ENGLISH WORKSHOP

1. **Write what is implied** in the following sentences.

(a) But few know his inspirational life story, which is all about courage and fighting against the odds.
(What does it tell you about Faraday's life?)

(b) Even then Davy did not have much hope for Faraday.
(What do the words 'even then' suggest?)

(c) People started telling Davy that of all his discoveries, the best was Faraday himself.
(What does it suggest about Davy's work?)





2. Break the passage into convenient smaller sections.
   Give **sub-headings or titles** to each section.
3. List the different gadgets and instruments mentioned in the passage. Find more information about at least 3 of them, using the internet.
4. Find out more about the following scientists with the help of the internet.
   (a) Michael Faraday
   (b) Humphry Davy
   (c) Thomas Edison
   (d) James Maxwell

Language Study

5. Find the following matter in the passage and copy the missing words.
   (a) When he was twelve, ... school ....
   (b) One day he came across a book on ....
   (c) Faraday decided that .... scientist –
   (d) Davy never believed .... science ....
   (e) People started telling Davy that .... discoveries, ...
   (f) He handed him a piece of Bavarian glass, which .... microscopes, ...
   (g) He went on to prove that .... filings;
   (h) It was Maxwell who .... equations ....

6. Now complete the following sentences using your own words.
   (a) When he was twelve, ...
   (b) One day he came across a book on ....
   (c) He decided that ....
   (d) He never believed ....
   (e) People started telling .... that ....
   (f) He handed him .... which ....
   (g) He went on to prove that ....
   (h) It was .... who ....

6JFED4

UNIT 4

4.1 What is Success ?

Warming up !

Chit-Chat

- Do you have a hobby ?
- Do you play a musical instrument ?
- What is the latest thing that you learnt to do ?
- Have you ever taught someone else to do something ?

1. Prepare a speech to deliver in an interschool competition on 'How to achieve success in life' with the help of the following web chart.



2. What might success mean to the following people ? Think about it and write.

- A student ....
- A businessman ....
- A doctor ....
- A sportsman ....
- A politician ....
- A person who has applied for a job ....
- A teacher ....
- A parent ....

What is Success?

What is success?
To laugh often and much;
To win the respect of intelligent people
and the affection of children;
To earn the appreciation of honest critics
and endure the betrayal of false friends;
To appreciate beauty;
To find the best in others;
To leave the world a bit better, whether by
a healthy child, a garden patch
or a redeemed social condition;
To know even one life has breathed
easier because you have lived;
This is to have succeeded.

– *Ralph Waldo Emerson*

- How many sentences are there in the poem?

- endure : tolerate, put up with.
- betrayal : deception, cheating

Think, discuss and answer :

- Who wins the respect of **intelligent** people?
- Who wins the affection of **children**?
- Who is appreciated by **honest** critics?
- What type of friend betrays a friend?

- redeemed : made better

- Which lines tell you that a parent, a good gardener, a social reformer are all successful people?

1. Tick the correct alternative.

   (i) The poet says that success is –
   - (a) to laugh less and work more
   - (b) to laugh never at all
   - (c) to laugh often and much
   - (d) to laugh less and low

   (ii) The poet wants us to –
   - (a) earn a lot of money
   - (b) earn profits
   - (c) earn property
   - (d) earn the appreciation of honest critics

   (iii) The poet wants us to appreciate –
   - (a) riches (b) God (c) beauty (d) society

   (iv) The poet wants us to leave the world a bit
   - (a) bitter (b) better (c) broader (d) bared

2. Compare this poem with 'Walk a little slower...' and fill in the chart.

Structure of the poem	Walk a little slower	What is Success?
Does it have rhyming words?	....	....
Does it have a steady rhythm?	....	....
Are the lines of equal length?	....	....
Are there stanzas with equal number of lines?	....	....

   The poem 'What is Success?' is an example of free verse.

3. Based on the poet's idea of true success, think of four people in your surroundings – your family, neighbours, friends, teachers, classmates, etc. who have achieved true success. **Write in short** what makes them successful.

4. List all the 'to infinitive' verb forms used in the poem.

5. In your opinion what things will help to make the world a better place? Discuss with your friends and write down at least three of the things.

6. Think of different types of people who have to face great difficulties. Write what you can do to help at least one of them.

7. **Prepare a set of questions to interview –**

   (a) a famous author (b) a well-known social worker in your area.

4.2 Reading Works of Art

Sayed Haider Raza



Sayed Haider Raza, popularly known as Raza, was a renowned Indian artist. Simple geometric shapes, striking colour combinations, captivating compositions – these are some of the characteristic features of his paintings, and so are the colours blue and orange. You will find them in almost all his paintings. None of his paintings depict lifelike human figures or copies of scenes from his environment. His paintings belong to the abstract style of paintings. Such paintings are not inspired by any external factor. They originate when the artist tries to peep into his own inner mind. They are made by arranging circles, triangles, squares, rectangles, lines, dots in different compositions using effective techniques of applying paint, attractive colour combinations, achieving balance in some places and creating imbalance in other places.

Raza found his paintings through his study of Indian art and its heritage, cultural context and philosophy. His pictures seem to radiate peace and life at the same time. We realise that the painting is a visible form of very deep thought. Very few abstract paintings communicate with the viewers as much as Raza's do.





Raza was born in a small village in Madhya Pradesh. He began to paint from the age of twelve. He studied art at the 'Chitrakala Mahavidyalaya' at Nagpur and then at the J. J. School of Art in Mumbai. Later, he went to France to study Art. After a few years, he decided to settle in France. His wife was French. He won many national and international awards. He was honoured with all the three Padma awards – Padma Shri, Padma Bhushan and Padma Vibhushan. With all the awards and honours, his paintings were exploring a spiritual, metaphysical path. Gradually, the 'bindu' or point came to be the core of his paintings. He described his work in these words – 'My work is my own inner experience and involvement with the mysteries of nature and form which is expressed in colour, line, space and light'.

Sometimes, an artist's thoughts appear to be too complex or even complicated when they are expressed through words. For him, the effective medium of communication is his work – his paintings. Raza had great creativity. His paintings are very expressive. This great artist passed away on 23 July 2016 at the age of 94, leaving behind a legacy of sensitive paintings (achieved through extra-ordinary compositions of lines and colours) that depict extra-ordinary compositions.



Gond Art



Gond Art is a tribal art. It has been developed and preserved by the Gond tribal people residing largely in the Madhya Pradesh, Maharashtra, Telangana, Andhra Pradesh and Odisha States of India. From their traditional tales and mythology, we learn that they have lived in India for thousands of years even before the other inhabitants came here. The Gondi language is similar to Telugu, a Dravidian language.

Gond art has spread mainly in Central India. Originally, people used to draw pictures on the earthen walls of their houses. Most folk arts involve natural techniques of preparing colours and use of several mediums. They are transferred from generation to generation in a smoothly flowing process. Gond art is no exception to this. A house decorated with beautiful pictures creates a pleasant atmosphere. Also, art is a medium of recording and preserving what is seen.



In folk arts, you yourself prepare the 'canvas' – the surface on which to draw and the colours with which you draw. That is why creating folk art is a very enriching experience. This richness is reflected in the choice of their medium. In the days of past, several things in nature such as soils of different shades, the juice of plants, leaves, tree bark, flowers, fruits and even things like coal and cow-dung were used to prepare colours. The different colours, various textures and patterns were used year



after year, lending a simplicity to the art. When we see these pictures, we realise that a picture drawn this way or the other can look equally beautiful. What a deep thought this art conveys – and so easily !

In the Gond style of art, we see that the outlines may vary a little from artist to artist but the designs that fill it make the whole picture look lively and attractive. The designs include simple textures achieved using dots, straight lines, dotted lines, curvy shapes and circles. Special attention is given to the choice of various colours so that the total effect is amazing and beautiful.



In today's age of commercialisation many men have taken up Gond art. But the roots of folk arts probably lie in women's daily chores like cleaning and decorating the house, dealing with natural colours in the course of cooking and in their leisure time activities.

– *Abha Bhagwat*

1. **Spot the error in the spelling** of the following words with reference to the passage and **rewrite them correctly**.

- renouned
- geomatric
- penting
- circals
- acheiving
- feetures
- figars
- innar
- vilage
- dicided
- tribel
- mithology
- erthen
- mediam
- diffarent

> ✻
> When you write, check your spellings using a good reference.
> ✻

2. Complete the following diagram.

Characteristic features of Raza's paintings

- Simple ....
- Striking ....
- Captivating ....
- Colours ....

3. Complete the following with reference to the passage.

(a) Raza's paintings do not depict ....

(b) Raza's paintings are done in the .... style.

(c) Raza's paintings are not inspired by ....

(d) Raza's paintings present images from his own ....

(e) Raza's paintings radiate ....

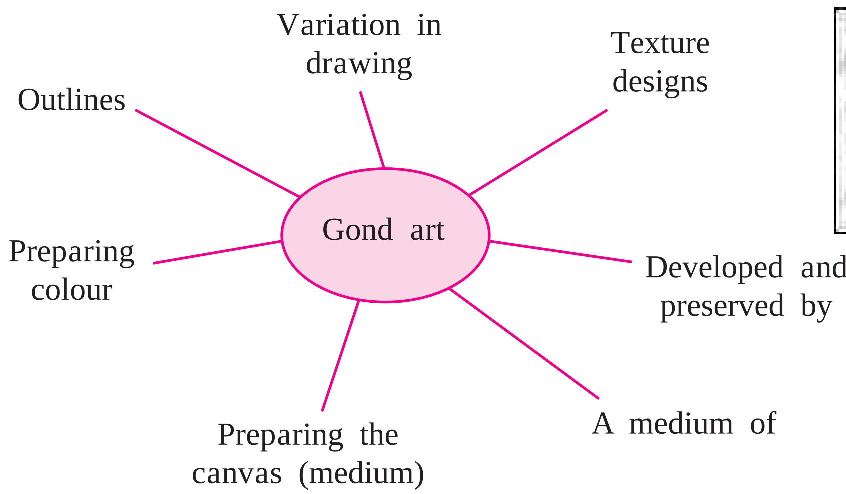
(f) The .... became the core of Raza's paintings.

(g) For an artist like Raza, his work, or paintings are an effective ....

4. Read the passage on 'Gond Art' carefully. Then **complete** the following sentences **without going back to the passage**.

- Gond art is a tribal ....
- The Gondi language is similar to Telugu, a Dravidian ....
- Originally people used to draw pictures on the earthen walls of their ....
- In folk arts, you yourself prepare the 'canvas' – the surface on which to draw and the colours with which you ....

5. **Write about the** following **important features** of Gond art with the help of the passage.



6. Why does the author think that the roots of folk art lie in women's chores?
7. From the passages, list the words related to – (a) geometry (b) colours (c) designs.
8. These two passages are examples of a short introduction to works of art – a short review. They cover the following points:
   - The name of the creator
   - Type of art
   - Presentation techniques
   - Message or interpretation
   - The theme or subject matter
   - Individual style
   - Its effect on viewers

   What points will you include if you had to review a book or film or a play? List the points.

   Choose a book/film and review it in short using the points you have listed.

Language Study

9. You know that an adverb is a word that tells us something more about a verb, an adjective, another adverb etc. It can give us information about the place, time, manner etc. of the action denoted by the verb.

   For example, 'here' tells us a place. 'Now' gives us information about time. 'Fast' gives us information about manner. In the same way, an adverb clause is a group of words that can also tell us something about place, time, manner etc. of the action denoted by the verb.

   Read the following examples, and then complete the sentence using your own ideas.

   (a) Place : You may sit wherever you like.
   You may sit ....

   (b) Time : I entered the school when the bell was ringing.
   I entered the school ....

   (c) Manner : I love my country like a true Indian should.
   I love my country ....

4.3 Silver

Warming up!

Chit-Chat

- Have you ever attended a sky-watch or a star-gazing party?
- Have you ever slept under the open sky?
- Do you study at night or early in the morning?
- Do you sleep with your windows closed or open?

Images

Imagine that your class is to be divided into groups or houses. Each house will have their own colour, symbol, dress code, sport, motto, a common room with objects of their interest and suitable furniture.

Think of sets of four names for the groups. Form groups and work out the (imaginary) details for each set. Some suggestions are given here.

Category	Names			
Metals	iron	copper	silver	gold
Flowers				
Stars or galaxies				
Trees				
Seasons				

Neem House

- Colour : yellow
- Symbol : The sun
- Dress code : Green shoulder straps
- Common room to have - Herbarium, potted plants and herbs, green and yellow mats, curtains and cushions, cane seats, glass top centre tables, etc.
- Sport : Athletics
- Motto : Health is wealth!

Silver

Slowly, silently, now the moon
Walks the night in her silver shoon;
This way, and that, she peers, and sees
Silver fruit upon silver trees;
One by one the casements catch
Her beams beneath the silvery thatch;
Couched in his kennel, like a log,
With paws of silver sleeps the dog;
From their shadowy cote the white breasts peep
Of doves in silver feathered sleep
A harvest mouse goes scampering by,
With silver claws, and silver eye;
And moveless fish in the water gleam,
By silver reeds in a silver stream.

- *Walter de la Mare*

6K82I2

- shoon : shoes

✦ Why does everything appear silver in the poem?

✦ Which of the objects, animals, etc in the poem are at rest without any motion?

✦ Only two things are shown to move in the poem. Which are they?

- cote : small shelter for birds
- moveless : still, motionless

ENGLISH WORKSHOP

1. If you were asked to draw a detailed picture of the scene described in the poem, what object, animals, natural features, etc. will you show in the picture? Make a list.
2. Write the rhyming words and the rhyme scheme of the poem.
3. Underline the word silver/silvery in the poem. In which lines does it occur? What pattern does it show?
4. Can you think of a parallel scene of dawn/evening when everything is steeped in golden light?
5. The same landscape appears different at different times. What message can we draw from this?

4.4 The Tempest

Warming up !

Chit-Chat

- Do you have a pet? What do you call it?
- How old is it? What does it look like?
- What does it eat? Who takes care of it?
- Does it understand you? What does it do?
- Have you taught it any tricks?
- Do you refer to it as 'it' or as 'he'/ 'she'?

1. You must have seen and liked a play (in any language) on the stage. Write down the following details about it.
   (a) Name of the play –
   (b) Important Characters –
   (c) Its main theme –
   (d) Whether it was a Comedy/Tragedy/Social Theme or any other –
   (e) Why you liked it –
   (f) The message of the play –
   (g) Any other information about the play –

2. The following are the different steps in a drama/play. They are in a mixed up order. Rearrange them in 'a' proper order. Just write the order numbers in brackets.

(a) Characters Enter	( )	(b) Climax	( )
(c) Curtain opens	( )	(d) Action begins	( )
(e) Scene of the play	( )	(f) Curtain closes	( )
(g) Finale (Final outcome)	( )	(h) Interaction of characters	( )

3. William Shakespeare was one of the greatest playwrights of all times. He lived in the 16th century. Many of Shakespearean plays have been written in the short-story form. Find out the names of at least 5 of Shakespearean plays.
   Example : Romeo and Juliet

The Tempest

Prospero was the Duke of Milan, in the kingdom of Naples. He was such a studious and learned scholar that he spent most of his time reading books, while his brother Antonio managed the business of ruling his dukedom.

Now, Antonio was a treacherous man, and he wanted to become Duke of Milan in his brother's place. In fact, Antonio would not have hesitated to kill Prospero – but he knew that the people loved their Duke, and would never forgive his murderer. So Antonio got together with Alonso, the king of Naples, who was Prospero's enemy. They took Prospero to sea, and when they were far away from land, they put Prospero and his baby daughter Miranda into a broken, old boat and sailed away. Prospero and Miranda were left to drift into the wide, open sea. Thus Antonio managed to take over the Dukedom of Milan, with all its wealth and power.

Now, among Prospero's courtiers was a true and loyal Lord called Gonzalo. Out of love and loyalty for the rightful Duke, Gonzalo had secretly placed in the boat fresh water, food and clothes – and along with them, Prospero's most valued possessions, his books.

You can imagine the hardships faced by Prospero, cast adrift in an oarless boat, with a baby girl to care for! However, they were fortunate that the boat reached an island, and they landed in safety.

The island was an enchanted island. For years together, it had come under the spell of an evil witch Sycorax, who had imprisoned all the good spirits she found on the island. She herself had died before Propspero arrived on the island, but the spirits remained trapped in their 'prisons' – the trunks of the large trees on the island.

Prospero was a great magician, for his life had been devoted to the study of magic. The power of his art enabled him to set free the imprisoned spirits, of whom Ariel was the chief. The spirits were so grateful

- tempest : a violent storm

✦ What was the difference between Prospero and his brother Antonio?

- treacherous : disloyal and dangerous

✦ What evil deed did Antonio do, to become a Duke himself?

✦ What had the faithful Lord Gonzalo done to help Prospero?

- to drift : to sail or float aimlessly
- enchanted : magical

✦ What good deed did Prospero do on the enchanted island?

✦ Who was Ariel?

to Prospero that they promised to be ever obedient to his will.

In the woods nearby, Prospero found Caliban, a twisted, ugly monster. He was the son of Sycorax, the witch. Caliban became Prospero's servant. Apart from being hideous and horrible in appearance, he was also vicious and brutal in his habits. No matter how hard he tired, Prospero could not make him change his ways for the better. And so it was Ariel's job to see that he carried out his tasks properly.

- hideous : very ugly
- it came to pass : it happened so

Time passed, and Miranda grew up to be a sweet and beautiful girl. The spirits of the island were loyal and faithful to Prospero, who ruled them wisely and well.

Now, it came to pass that Alonso, king of Naples, his brother Sebastian and Antonio, the wicked brother of Prospero were sailing in a ship, close to the enchanted island. The ship was also carrying Prince Ferdinand of Naples, and the old, loyal courtier Gonzalo. The entire party was returning after the marriage celebrations of their Princess in a far-off kingdom.

✦ Who all were sailing in the ship, close to the enchanted island?

Knowing that his enemies were near his island, Prospero raised a great tempest with the power of his magic. The royal ship was turned and tossed on the stormy waves. It seemed as if it would sink any moment, along with all the people on board.

As the tempest raged, Prospero led his daughter to the shore of the island and showed her the ship struggling on the wild waves.

Miranda, a kind-hearted girl, begged her father to have pity on the people caught in the storm "O Father!" she begged, "if by your art, you have raised this dreadful tempest, please, please quell the storm now! Save the poor souls on board!"

- quell : to end

Prospero told his daughter not to be afraid. "I have so ordered it that no person on that ship will be hurt in any way. I intend to save every one of them-but what I have done now is in your interest," he said to her.

✦ For what two reasons did Prospero raise a great tempest?

Miranda was puzzled. Why should her father put the ship and its crew in peril for her sake?

Then, for the first time, Prospero told her the story of their past life. He explained that he had caused the tempest in order to bring his enemies, Alonso and Sebastian, within his power.

Having narrated this story, Prospero touched Miranda with his magic stick, and she fell fast asleep. Now Ariel appeared before him to give an account of the storm. He gave a lively story of the fears of the sailors, the anxiety of the lords and how Prince Ferdinand, king Alonso's son, had leaped into the sea. His father and the rest of the royal party feared that he was dead; the Prince, for his part, believed that his father and the other lords had gone down with the ship.

Ariel's Song

Full fathom five thy father lies,
  Of his bones are coral made:
Those are pearls that were his eyes,
  Nothing of him that doth fade,
But doth suffer a sea-change
  Into something rich, and strange:
Sea-nymphs hourly ring his knell –
  Hark! now I hear them.
  Ding-dong bell.

> doth : does, knell : the sound of a bell that is rung to announce someone's death
> Sea-change : complete change, great change.

In reality, Ariel informed Prospero, the ship was safely anchored in one corner of the island; Ferdinand was all alone on the beach, and Alonso, Antonio, Gonzalo and the others were wandering about on the island, not knowing where to go.

- crew : a group of sailors
- peril : danger

✦ How did Ferdinand get separated from his father?

- assuming : taking up

✦ How did Ferdinand and Miranda react on seeing each other?

- divine : godlike
- desolate : lonely

“Ariel, my joyful spirit,” Said Prospero. “Bring Ferdinand here at once, for my daughter must see him.”

“Remember, Master, I have served you joyfully all these years. And you promised me that you would set me free one day.”

“Obey my commands now,” Prospero said to him, “and in two days I shall set you free!”

Ariel, assuming a form invisible to Ferdinand, enchanted the prince with a beautiful song, leading him carefully into the presence of Prospero and Miranda. And, all happened exactly as Prospero had planned.

Miranda, who had never ever seen any human being except her father, looked at the handsome, young prince and was thrilled.

“I might call him a thing divine,” she exclaimed, “for nothing natural I ever saw so noble!”

Ferdinand too, was astonished to see such a beautiful young girl in a desolate place like the island. “Most sure, she is the goddess of the island!” he thought to himself.

As they gazed at each other in wonder, admiration and love, Prospero was secretly pleased. But outwardly, he pretended to be angry. He accused the Prince of spying on the island, to capture it for himself. “Follow me,” he said to the Prince, “I shall tie you up, neck and feet together.”

The brave prince drew his sword to defend himself – but Prospero waved his magic stick, and the prince was forced to stand like a statue, as still as stone.

Miranda begged her father to be kind to the sweet prince; but Prospero took the prince to a cave, where he was made to work, carrying heavy logs. This was only as a trial of his love, for as he watched them from afar, he saw the young people talking to each other, getting to know each other, and very soon, falling in love with each other.

“I shall be king of Naples one day,” Ferdinand said to Miranda, “and you shall be my Queen, I promise you!”

- accused : blamed

✦ What gave Prospero a secret pleasure?

- stood the test : to survive the trial

✦ How did Ariel save Kind Alonso’s life?

- in the nick of time : at the last moment

- banquet : a grand dinner party

At this, Prospero smiled, and appearing before them, said to Ferdinand, "All your troubles were merely trials of your love; and you have nobly stood the test. Now, I give you my daughter, a priceless gift."

In the meanwhile, in another part of the island, the evil and treacherous Antonio was once again plotting a murder. This time he planned to kill king Alonso, so that his brother Sebastian could become the king. The two wicked men were about to kill the sleeping king, when Ariel woke him up, saving his life in the nick of time.

Many more tricks did Ariel play on Prospero's enemies. He caused them to wander about; he filled their ears with strange and frightful noises; when they were faint with hunger, he set a huge banquet before them, only to take it away when they touched the food.

When the men were nearly out of their senses with fear and hunger, Ariel reminded them of their treachery and wickedness in the past.

King Alonso and the loyal lord Gonzalo were filled with grief, for all the injustice that had been done to Prospero. In this repentant mood, Ariel brought them before Prospero.

At first, they could hardly recognise the former Duke of Milan, for he was clothed in his magic robe. But Prospero revealed himself to them in his own form. He thanked Gonzalo for his kindness, and reproached the king and Antonio for their treachery.

The king and the other courtiers were ashamed. They begged Prospero's forgiveness. "I have been duly punished for my sins." Cried king Alonso, "For I have lost my son, and my kingdom is without an heir!"

Prospero drew back a curtain from the entrance of his cave. Inside, they saw Ferdinand and Miranda, happily playing a game of chess.

How happy Alonso was to see his lost son! How thrilled he was to hear that Ferdinand was to marry the Duke of Milan's beautiful daughter!

So it all ended happily! Prospero assured them

- repentant : feeling sorry for one's wrong deeds
- revealed : showed

✦ What surprise awaited King Alonso when Prospero drew back the curtain?

- to be at the mercy of : to be under the control of

that their ship was safely anchored and each and every sailor was safe on board.

On the following day, they all set sail for Naples, where Ferdinand and Miranda were to be married. Waving them goodbye, Ariel promised them calm seas and favourable winds. Prospero had set him free to wander where he would, as free as the air!

✦ What could be the reason for Prospero to give up the practice of magic?

Thus, after many years of hardship, Prospero was back in Milan, where his people welcomed him with great love and joy. He decided to break his magic stick and give up the practice of magic. He was happy and pleased to be back in Milan - but he was happy above all, to forgive his old enemies who had wronged him cruelly. Even though they had been at his mercy, he did not take revenge on them, but very nobly, forgave them!

* * *

ENGLISH WORKSHOP

✦ Retell the happy end in your own words.

1. **Write down the relation** between the characters given below :-
   (a) Prospero and Miranda - Father and daughter
   (b) Prospero and Antonio ....
   (c) Gonzalo and Prospero ....
   (d) Sycorax and Caliban ....
   (e) Alonso and Sebastian ....
   (f) Alonso and Ferdinand ....

2. **Find two supporting** points from the story to prove the following facts :-
   (1) Antonio was a disloyal and dangerous man.
      (a) ....
      (b) ....
   (2) Gonzalo was loyal to the rightful Duke.
      (a) ....
      (b) ....
   (3) Prospero was a great magician.
      (a) ....
      (b) ....

(4) Miranda was very kind hearted

(a) ....

(b) ....

(5) Ariel was very faithful to Prospero

(a) ....

(b) ....

(6) The story 'The Tempest' has a happy ending.

(a) ....

(b) ....

3. Who said to whom and when?

Speech	Who said?	To whom?	When?
.... and you shall be my Queen.			
Follow me, I shall tie you up			
.... please, please quell the storm now!			
I have served you faithfully, all these years			
I have been duly punished for my sins.			
What I have done now is in your interest.			
Most sure, she is the goddess of the island!			

4. **Match the paragraphs** in Column A **with their suitable titles** in Column B. (Only the first and last words of the paragraph are given in Column A to identify it.)

	A Paragraphs		**B Titles**
(1)	Now Antonio was treacherous man .... its wealth and power.	(a)	Prospero Creates a Storm
(2)	In the woods nearby, Prospero .... his tasks properly.	(b)	Ariel Reports about the Storm
(3)	Knowing that his enemies were near .... all people on board.	(c)	Ariel is a Mischievous Spirit
(4)	Having narrated this story, Prospero .... down with the ship.	(d)	Prospero loses his Dukedom.
(5)	Many more tricks did Ariel play .... touched the food.	(e)	Milan Welcomes Prospero's Return
(6)	Thus after many years .... very nobly forgave them!	(f)	Caliban Serves Prospero

(1) ——→ (–)　　(4) ——→ (–)

(2) ——→ (–)　　(5) ——→ (–)

(3) ——→ (–)　　(6) ——→ (–)

5. Activity : **Live English : Tourism**



Sindhudurg
(Maharashtra)

A unique sea fort

Location : Sindhudurg fort is located on the southernmost edge of the Maharashtra coast.

History : A sea fort, built by Chhatrapati Shivaji Maharaj.

Languages : Marathi, Hindi, English

Best time to visit : Winter

Where to stay: MTDC Holiday Resort : The resort at Tarkarli has 10 cottages with 20 sea-facing double bedrooms and one house boat.

What to see : Temples of Maruti, Bhavani, Chhatrapati Shivaji

How to get there :

By Air : The nearest international airport is Chhatrapati Shivaji International Airport, Mumbai.

By Rail : The nearest railhead is Sindhudurg on the Konkan Railway. Kankawali and Kudal are the other important railway stations nearby.

By Road : Mumbai-Tarkarli : 540 km.

Sites nearby : Sawantwadi, Malwan City, Tarkarli Beach. Redi Ganesh Temple, Vijaydurg, Kunkeshwar Temple, Amboli.



Tadoba National Park
Tadoba Andhari Tiger Reserve

(The Wild Life Haven of Vidarbha)

Location : Located on the outskirts of Chandrapur district, Tadoba Andhari Tiger Reserve is Maharashtra's oldest and largest national park.

Languages : Marathi, Hindi, English, Tribal

The best season to visit : 15th October to 15th June. Hot summers are the ideal time to view mammals near water sources.

Where to stay : MTDC Jungle Resort (Mohrali) offers self contained rooms, ideal for families. The rooms are comfortable, and offer a fine lake view.

How to get there : By Air : the nearest airport is Nagpur 205 km.

By Rail : Nearest Railhead is Chandrapur 45 km.

By Road : Chandrapur-Tadoba 45km.

State transport buses ply from Chandrapur to Tadoba.

Attractions : Tiger, Panther, Bison, Sloth Bear, Hyena, Jackal, Wild Dog, Sambar, Leopard and Barking Deer.

Sights nearby : Bhadrawati, Markanda, Bhamragarh, Anandwan

Chit-Chat

- Do you like to travel?
- How do you like to travel?
  Which is the nearest place to which you have travelled? Which is the farthest?
- Have you ever travelled by .... ?
- What do you like to carry with you when you travel?
- What souvenirs do you like to bring back from your travels?

1. Observe the tourist leaflets given on page 114 and answer the questions.
   (a) Which places do these leaflets describe?
   (b) What are the main points given in each leaflet?
   (c) How can one reach Tadoba?
   (d) Which is the best season to visit Tadoba? Why?
   (e) List tourism related words, e.g., tourist, booking etc.

2. **Prepare a tourist leaflet** for a historical place or a hill station using the following points.
   - Place • Special features • Distance • How to go there
   - Accommodation • Food • Climate

3. If you want to become a tourist guide at the following places, which languages will you need to learn?
   - Ajanta • Belgavi • Delhi • Tarkarli

4. Imagine you are a tourist guide at (a) Sindhudurg (b) Tadoba. Write two sentences each about the following points to help foreign tourists.
   (a) About the place : History, languages spoken, special attractions
   (b) Food : speciality, local delicacies, options (Indian, continental)
   (c) Shopping: authenticity of local artefacts, price, variety

5. **Prepare an attractive tourist leaflet** for your native place, **in English as well as in your mother tongue**.

6. Suppose a foreigner comes to visit your place and you have to accompany him for sight seeing. Prepare a dialogue between you and the foreigner.

7. Using the internet, find the following information about a place you wish to visit using the following points.
   - Distance from your place • Available modes of transport
   - Accommodation facilities • Historical facts • Climate • Famous sites

4.5 The Last Lesson

Warming up!

Chit-Chat

- How was this year for you?
- Are you happy with what you could study this year?
- What did you miss, or could not do?
- What do you plan to do about it – about the things you could not do/study well?
- What was the best moment for you this year?

Growing Sentences

- Form pairs. Write two sentences of two words each.
- Form groups of three. Write three sentences of three words each.
- Form groups of four. Write four sentences of four words each.
- Continue to write as many sentences as the number of students in the group, till you reach the number 10.
- After that, go on forming bigger groups and writing sentences with as many words as the number of students in the group. However, you may write only one or two sentences at each step after 10.
- See if you can make a sentence with as many words in it as there are students in your classroom.
- Write the sentence in big letters on chart paper and display it in the classroom.

Try to write phrases with each word beginning with the same letter.

Try these variations –

Prepare sentences which have as many letters in each word as there are words in that sentence.

Examples :

- Go in.
- You are out.
- Come here soon, dear.
- Bring those seven shiny belts.

Students may be allowed to keep working on this activity over a week or so. Encourage them to prepare one sentence for the whole class. Let them try to make the sentences meaningful in their own context.

The Last Lesson

I started for school very late that morning and was in great dread of a scolding, especially because M. Hamel had said that he would question us on participles, and I did not know the first word about them. For a moment I thought of running away and spending the day out of doors. It was so warm, so bright! The birds were chirping at the edges of the woods; and in the open field back of the sawmill the Prussian soldiers were drilling.

When I passed the town hall there was a crowd in front of the bulletin board. For the last two years all our bad news had come from there. I thought myself. "What can be the matter now?"

Then, as I hurried by as fast as I could go, the blacksmith, Watcher, who was there with his apprentice, reading the bulletin, called after me:

"Don't go so fast, boy; you'll get to your school in plenty of time!"

I thought he was making fun of me, and reached M. Hamel's little garden all out of breath.

Usually, when school began, there was a great bustle, which could be heard out in the street – the opening and closing of desks, lessons repeated in unison, very loud, and the teacher's great ruler rapping on the table. But now it was all so still!

Through the window I saw my classmates, already in their place, and M. Hamel walking up and down with his terrible iron ruler under his arm. I had to open the door and go in before everybody. You can imagine how I blushed and how frightened I was.

But nothing happened. M. Hamel saw me and said very kindly:

"Go to your place quickly, little Franz. We were beginning without you."

I jumped over the bench and sat down at my desk. When I had got a little over my fright, I saw that our teacher had on his beautiful green coat, his

- Who is M.Hamel?
- Find the explanation for 'participles' given in the book.

Guess the following :

- In what region does the story take place?
- In what time period does the story take place?
- What is it like when your school begins? Tell it in short.

- Why is the iron ruler said to be 'terrible'?
- Who is narrating the story?

frilled shirt, and the little black silk cap, all embroidered, that he never wore except on inspection and prize days. Besides, the whole school seemed so strange and solemn. But the thing that surprised me most was to see, on the back benches, the village people sitting quietly like ourselves; old Hauser, with his three-cornered hat, the former mayor, the former postmaster, and several others besides. Everybody looked sad.

While I was wondering about it all, M. Hamel mounted his chair, and, in the same grave and gentle tone which he had used to me said :

"My children, this is the last lesson I shall give you. The order has come from Berlin to teach only German in the schools of Alsace and Loraine. The new master comes tomorrow. This is your last French lesson. I want you to be very attentive."

What a thunderclap these words were to me!

Oh, oh, oh! that was what they had put up at the town hall!

My last French lesson ! Why, I hardly knew how to write; I should never learn any more! I must stop there, then! Oh, how sorry I was for not learning my lessons, for seeking birds' eggs, or going sliding on the Saar! My books, that had seemed such a nuisance a while ago, so heavy to carry, my grammar, and my history of the saints, were old friends now that I couldn't give up. And M. Hamel, too; the idea that he was going away, that I should never see him again, made me forget all about his ruler and how cranky he was.

Poor man! It was in honour of this last lesson that he had put on his fine Sunday clothes; and now I understood why the old men of the village were sitting there in the back of the room. It was because they were sorry, too, that they had not gone to school more. It was their way of thanking our master for his forty years of faithful service and of showing their respect for the country that was theirs no more.

While I was thinking of all this, I heard my name called. It was my turn to recite. I had not learnt my

- solemn : serious

- How did M. Hamel dress up on special occasions?

Think and answer :

- Is the school closing down?
- Why is it the last lesson?
- What subjects does Franz study in school?
- Why were the old men of the village attending school that day?

- Saar : the name of a river

- Find where Alsace and Loraine are located with the help of the map.

participles and so I could not say a single word. I heard M. Hamel say to me :

"I don't scold you, little Franz, you must feel bad enough. See how it is! Every day we have said to ourselves: 'Bah! I've plenty of time. I'll learn it tomorrow.' And now you see where we've come out. Ah, that's the great troubles with Alsace; she put off learning tomorrow. Now those fellows out there will have the right to say to you: 'How is it; you pretend to be Frenchmen, and yet you can neither speak nor write your own language.' But you are not the worst, poor little Franz. We've all a great deal to reproach ourselves with.

"Your parents were not anxious enough to have you learn. They preferred to put you to work on a farm or at the mills, so as to have a little more money. And I've been to blame also. Have I not often sent you to water my flowers instead of making you learn your lessons?"

Then, from one thing to another, M. Hamel went on to talk of the French language saying that it was the most beautiful language in the world. We must guard it among us and never forget it, because when a people are enslaved, as long as they hold fast to their language, it is as if they had the key to their prison. Then he opened a grammar and read us our lesson. I was amazed to see how well I understood it. All he said seemed so easy, so easy! I think, too, that I had never listened so carefully, and that he had never explained everything with so much patience. It seemed almost as if the poor man wanted to give us all he knew before going away, and to put it all into our heads at one stroke.

After the grammar, we had a lesson in writing. That day M. Hamel had new copies for us, on which were written in a beautiful round hand: 'France, Alsace, France, Alsace.' They looked like little flags fluttering everywhere in the school room, hung from the rod at the top of our desks. You ought to have seen how every one set to work and how quiet it was. The only sound was the scratching of the pens over

- ✦ Why did M.Hamel not scold Franz?

- • reproach : blame

- ✦ According to M.Hamel, who are the people that did not take education seriously? What examples does he give to support his view?

- ✦ Why does Franz understand his lesson well?

Discuss :

- ✦ With the coming of the Prussians, will language be the only thing that will change? What other changes may take place?

✦ Where does M.Hamel live? Who lived with him?

✦ Guess why M.Hamel was leaving the country.

✦ Why does the author say 'I never saw him look so tall'.

• Vive la France : Long live France!

the paper. On the roof, the pigeons cooed very low, and I thought to myself:

"Will they make them sing in German, even the pigeons?"

Whenever I looked up from my writing I saw M. Hamel sitting motionless in his chair and gazing at one thing, then at another, as if he wanted to fix in his mind just how everything looked in the little school-room. Fancy! For forty years he had been there in the same place, with his garden outside the window and his class in front of him, just like that. Only the desks and benches had been worn smooth and the walnut trees in the garden were taller. How it must have broken his heart to leave it all, poor man; to hear his sister moving about in the room above, packing their trunks! For they must leave the country next day.

After the writing, we had a lesson in history, and then the babies chanted their ba, be, bi, bo, bu. Ah, how well I remember it, that last lesson!

All at once the church clock struck twelve. At the same moment the trumpets of the Prussians, returning from drill, sounded under our windows. M. Hamel stood up, very pale, in his chair. I never saw him look so tall.

"My friends", said he, "I – I –" But something was choking him. He could not go on.

Then he turned to the blackboard, took a piece of chalk, and, bearing on with all his might, he wrote as large as he could :

"VIVE LA FRANCE !"

Then he stopped and leaned his head against the wall, and, without a word, he made a gesture to us with his hand:

"School is dismissed – you may go."

– *Alphonse Daudet*

* * *

1. Find the meaning of the following words from a good dictionary.
   - sawmill
   - Prussian
   - apprentice
   - nuisance
   - cranky
   - hold fast to something
   - at one stroke
   - might
2. List the people and their occupations mentioned in the story.
3. Find five words ending with '-ing' and five words ending with '-ed' from the lesson.
4. Find five examples of commonly used past participles from the story. For example, said, learnt.
5. What is the meaning of the following words and phrases in the passage? Choose the correct alternative.

   (a) .... was in great dread of
   (i) was in a great hall
   (ii) was in great demand
   (iii) was afraid of
   (iv) was angry with

   (b) .... did not know the first word about them
   (i) did not know anything about them
   (ii) did not care about them
   (iii) knew all the words except the first word
   (iv) had not learnt them by heart

   (c) terrible iron ruler
   (i) a great king
   (ii) a ruler made of poor quality iron
   (iii) a magic ruler
   (iv) ruler with which the master hit the student hard

   (d) .... got a little over my fright
   (i) got very frightened
   (ii) got something because I was frightened
   (iii) became little
   (iv) got less frightened

   (e) What a thunderclap these words were to me !
   (i) The words came as a shock.
   (ii) He shouted the words at me.
   (iii) There was thunder and lightning.
   (iv) The words were accompanied by claps.

(f) ------ she put off learning tomorrow
   (i) she prepare for learning
   (ii) she did not learn at that time
   (iii) she cancelled tomorrow's learning
   (iv) she studied the word 'tomorrow'.

6. Fill in the following blanks using proper words from 'who', 'when', 'what', 'how' or 'why'.
   (a) She started jumping for joy ---------- she heard the news.
   (b) You must tell ---------- I mustn't do it.
   (c) The person ---------- is making the speech is my friend.
   (d) They wondered ---------- had happened to him.
   (e) You must show me ---------- to mix the solutions.
   (f) I'll tell you ---------- it is time to leave.

   Write a letter of thanks to your English teacher. Thank him/her for everything that he/she did for you.

7. Write a short note on your mother tongue and the attempts you make to study it well.

8. Write points and counter points on the following topics :
   - You should study all subjects in your mother tongue
   - You must memorise the rules of grammar

9. Why was Franz sad?

10. What should people never lose even when they lose freedom?

6KQTLC

Language Study

The **Language Study** pages aim only at acquainting the students with some words that are useful when we talk about language and how it works. The entries given here *should not* be treated as teaching items. The information given here *should not* be used for the purpose of evaluating the students' knowledge of grammatical terms. These pages are not meant to be read at a stretch.

When opportunities of discussing language arise in the course of classroom teaching, the teacher can refer to the relevant entry or entries and also get the students to read them. The information should then be discussed with the help of examples drawn from the textbook or other familiar sources.

Students, too, can refer to this section from time to time. They may find this information useful while –

(a) correcting their work

(b) trying to compose English sentences/ phrases on their own

(c) trying to understand a text, and

(d) using dictionaries and other reference books.

If necessary, the teacher should show the students how to look up a word in these pages.

Some words in these pages are printed in colour. It means that they have been explained in these pages at the proper place.

A few simple activities have been suggested in these pages. Students can work on these activities at their own pace in the course of the whole year.

abbreviation : a short form of a word, phrase, etc. Examples : *Mr* (Mister), *km* (kilometre/s), *V.I.P.* (very important person), *S.S.C.* (Secondary School Certificate), *etc.* (et cetera - meaning 'and other similar things', 'and the rest'), *WHO* (World Health Organization).

Abbreviations are mostly used in writing. While reading aloud or in speech, we use the full forms of abbreviations like 'Mr' (Mister) or 'Dr' (Doctor). Some abbreviations are read aloud by pronouncing each individual letter, as for example, *V-I-P*. Some short forms are read as if they form a word. For example, PIN is read like the word, 'pin'.

- Note the abbreviations you come across and find their full forms.

act : one of the main parts into which a **play** is divided. A play may have two, three, even five acts or just one act.

active voice : See **voice**.

adjective : a word that tells us something more about a **noun** or **pronoun**. It may tell us about the shape, size, colour, quality, material, origin, use, or other features of the noun it describes :

- shape : a *round* table, a *square* sheet
- size : The buildings were *huge*; *small* shoes
- colour : a *red* rose; Milk is *white*.
- quality : You are very *kind*; a *strong* medicine
- material : *wooden* chairs, a *silver* spoon
- origin : *Chinese* food, *Indian* birds
- use : *dining* room, *drinking* water

Many adjectives end with : –ful (*useful*), –less (*careless*), –able (*washable*), –y (*salty*), –ous (*famous, joyous*), –ive (*active, creative*), –al (*practical, optical*).

We can use 'very' before most of the adjectives : '*very happy*', '*very colourful*', '*very interesting*'.

Adjectives have **comparative** and **superlative** forms.

Example : big – bigger (comparative), – biggest (superlative).

We usually add '–er', '–est' to short adjectives and use 'more' and 'most' with longer adjectives :

high – higher – highest
nice – nicer – nicest
famous – more famous – most famous
interesting – more interesting – most interesting

Note that we use 'the' before the **superlative** : *the best, the most important.*

Sometimes, we use two or three adjectives together to describe a noun. In such cases, the order in which adjectives are used depends on the meaning. The adjectives that express/show your opinion about something are usually put first. The other adjectives are normally put in the following order :

• size, age, shape, colour, origin, material, use or purpose

Examples : a *nice little* basket, a *brave young* woman, a *big, red, plastic* bag, a *noisy, old, drilling* machine.

• Find phrases where more than two adjectives are used, and note the order in which they are used.

adjective clause : a clause that functions as an adjective and tells us more about a noun. Example: • This is the house *that Jack built.*

adverb : a word that tells us something more about :

- a **verb**: He runs *fast*. She went *away*. The girl sang *sweetly*. *Suddenly*, the dogs started barking. She did *not* smile.
- an **adjective** : The tea was *too* sweet. The lion was *very* strong.
- another **adverb** : He ran *very* fast.
- a **phrase** or **sentence** : *Luckily*, he remembered the answer.

Adverbs give us information about:

- place, eg., Come *here*. Come *in*.
- time, eg., I saw a movie *yesterday*. I need a pen *now*.
- manner or the way something is done, eg., Read *aloud*. Stand *straight*. Run *fast*.
- degree, eg., The water was *too* hot.
- cause or reason, eg., She was tired and *therefore* unable to study.

Many adverbs end with –ly. Adverbs, too, have **comparative** and **superlative** forms. They are used for comparing the way something is done, the way something happens, etc.

Examples : Who will run *the fastest*? Walk *more gracefully*.

• Find more examples of the comparative and superlative forms of adverbs.

adverb clause : a clause that functions as an adverb and tells us more about the main verb (action). Examples: • You can go out to play *after you have done your homework.* • They got wet *because they didn't carry an umbrella.*

adverbial : a phrase or clause used as an adverb. For example, Put it *on the table.*

alliteration : the occurrence of the same letter or sound at the beginning of words in a phrase, sentence, etc. Example : The *green grass grew* all around.

alphabet : a set of letters used for writing the words in a language. The letters have a fixed order in the alphabet. The set of letters we use for writing English is arranged from a to z. It is known as the Roman alphabet.

A, B, C, d, e, f, g, etc. are called letters, not alphabets.

antithesis : a figure of speech in which the same sentence includes a striking contract between words. Example: *One man's medicine is another man's poison.*

antonym : a word that means the opposite of another word. *Strong* is an antonym of *weak*. *Up* and *down* are antonyms.

apostrophe : See **punctuation**.

article : The words 'a/an' and 'the' are called articles. They are used before a **noun**.

'The' is known as the **definite article**. It shows that the noun refers to a particular example of something, eg., I am looking for *the* blue pen. (And not the red one.)

'A/an' is called the **indefinite article**. It shows that the noun refers to a general example of something, eg., I want *a* pen. (Any pen.)

a + consonant a pen	Before nouns beginning with a **consonant** sound, we use 'a'; and before nouns beginning with a **vowel** sound, we use 'an'.
an + vowel an apple	

We do this both when we speak and when we write. Examples : *a lion, a squirrel*, but *an ant, an elephant*.

If there is an adjective before the noun and after the article, the use of a/an depends on that adjective.

Examples: I ate *an egg* but I ate *a boiled egg*.

a story, but *an unending story*.

The definite article is always written as 'the'. But when we speak, we pronounce it as 'द' before consonant sounds and 'दि' before vowel sounds, eg., 'द' ***l**ion* but 'दि' ***e**lephant*.

aspect : a form of a verb that shows whether an action is complete or is still continuing. Or, it may show that it happened or was happening in the past but is still relevant. The two aspects are perfect (perfective) and progressive or continuous.

Verb forms show both tense (present, past, future) and aspect (perfect, progressive).

- progressive : be + v-ing

present progressive : They *are going*.

past progressive : They *were going*.

- perfect : have + v-ed/-en

present perfect : They *have gone*.

past perfect : They *had gone*.

- perfect progressive : have + been + v-ing

present perfect progressive : They *have been going*.

past perfect progressive : They *had been going*.

Sometimes all these forms are referred to as only tenses.

autobiography : a book/story that someone writes to tell about their own life.

auxiliary : helping verb used with the main verb. It helps to show the tense, form questions and negative sentences ; and to show whether something is possible, necessary, etc. There are two sets of auxiliary verbs.

(a) **be, have, do :**
I *am* going;
They *have* gone:
Did he go?
She *did not* go.

(b) **modal auxiliarie**s : auxiliaries like can, should, may, must : It *can* fly; They *should* come back; *May* I come in? She *might* come; A student *must* work hard.

See **modal auxiliary** and **verb**.

biography : a book/story of someone's life written by others.

capitals : See **punctuation**.

characters : persons in a story, film, play, etc.

clause : a group of words that includes a **subject** and a **verb**. A clause can form a complete sentence or be a part of a sentence.

Example : In the sentence 'I went home because it was getting dark' ; there are two clauses : *I went home*, and *because it was getting dark*.

In the above sentence, if you read only 'I went home', it sounds complete. So, it is the main clause.

There are two types of clauses : **main** and **subordinate** :

(a) main clause : A main clause can stand by itself as a complete sentence. Even if you read just the main clause, it makes good sense.

(b) subordinate or dependent clause : It cannot stand by itself as a complete sentence. If you read just the subordinate clause, it does not make good sense. In the above sentence, '*because it was getting dark*' is the subordinate clause. If you read only this clause, you realize that it is incomplete and the sentence includes something else.

Subordinate clauses are further classified into adjective clauses, adverb clauses and noun clauses according to whether they act as adjectives, adverbs or nouns, respectively.

comedy : • a play or film with a happy ending
• entertainment such as a film, play, TV

programme, etc. that make you laugh.

comma : See **punctuation**.

comparative : See **degrees of comparison**, **adjective**, **adverb**.

complement : There are two types of complement : **Subject complement** and **object complement**. A subject complement is a word or phrase used after a **verb** and describing the **subject** of the verb. For example, in, 'I am *hungry*', *hungry* is a subject complement.

Other examples : She is *clever*. He is a *teacher*. She became *a doctor*.

An object complement comes after the **object** of a verb and gives us information about the object.

Examples : They made her *secretary*. She found the letter *interesting*.

complex sentence : See **sentence.**

compound sentence : See **sentence.**

compound words : When two or more words are linked together to produce a word with a new meaning, that word is called a compound. Examples : postman, red-headed.

conjunction : a word that joins words, phrases or sentences.

Examples : *and*, *or*, *but*, *because*, *if*, etc.

consonance : repetition of consonant sounds especially at the end of the words in a phrase or sentence. Example : *Think tank*.

Make collections of the examples of alliteration and consonance.

consonant : a **speech sound** like 'ब्', 'श्', 'ट्', etc., which is not a vowel. A consonant **letter**[1] is a letter that represents a consonant sound, eg., the consonant letter 'c' (सी) stands for the sound 'स्' in 'city' and 'क्' in 'come'.

The consonant letters we use for writing English are :

b c d f g h j k l m n p q r s t v w x y z

definite article : 'the'. See **article**.

degrees of comparison : We use different forms of adjectives and adverbs to show comparisons. They are known as degrees of comparison –

positive : He is **as tall as** his brother.

comparative : He is **taller than** his brother.

superlative : Their sister is **the tallest** amongst the three.

See **adjective** and **adverb**.

determiner : Determiners are words usually used before a noun. They 'determine' or 'specify' that noun. They include articles (a, an, the), numbers and words like: this, that, some, any, each, every, much, many, my, your, their, etc.

dictionary : a book that lists the words in a language in alphabetical order, and explains their meaning, use, pronunciation, etc.

direct object : See **object**.

epic : a long poem about the brave and exciting deeds of great men and women. *Ramayana* and *Mahabharata* are epics.

essay : a short piece of writing about a particular topic.

euphemism : a mild word or expresoion used for something unpleasant. Example: Use of 'pass away' in place of 'die'.

exclamation : a sound, word, phrase or short sentence that shows sudden and strong emotion. For example, '*Oh*!', '*What a surprise*!', '*Too bad*!'.

figure of speech : a word, phrase, etc. used in an unusual, imaginative way for a better effect. **Simile, metaphor, personification** are figures of speech.

finite verb : Finite verb forms show tense (past/present), number (singular/plural) or person (I **am** ..., You **are** ...., She **is** ..., etc.). They can be the main verb in a sentance– We **study** English. She **likes** mangoes. They **were** happy. He **came** home.

full stop : See **punctuation**.

future : It is the time after the present, the time after now.

- We use 'will' with a verb to show that something will happen in the future, eg., 'She *will tell* us a story *tomorrow*.' '*Next year*, you'*ll be* in Std X.'

- With ‘I’ and ‘we’, ‘shall’ is also used, especially in questions: *Shall* we go?
- We can also use (be + going to + verb) to talk about future plans, events, etc., eg., ‘I am *going to learn* music in the next vacation’.

gender : the grammatical divisions of masculine, feminine and neuter into which nouns, adjectives, etc. are divided in some languages. English nouns are not grouped according to gender and normally they do not have special endings to show gender. Some exceptions are : actor-actress, prince-princess.

(Compare this with the nouns in your mother tongue.)

Note that the personal pronouns ‘he’, ‘she’ and ‘it’ show masculine, feminine and neuter gender respectively.

- Some nouns can be replaced by both he/she according to the context, eg., cook, teacher, doctor, cousin, singer, student.
- Some nouns can only be replaced by ‘he’ : king, father, boy.
- Some nouns can only be replaced by ‘she’ : girl, mother, queen.
- Some nouns can be replaced only by ‘it’ : inanimate nouns like box, tree, table; names of plants and animals, eg., rose, bird, mouse.
- Sometimes, people use he/she for pets or other animals.

gerund : the ‘–ing’ form of a verb, used as a noun. It is also called *verbal noun*.

Examples : I like *shopping*; *Swimming* is my favourite sport.

glossary : a list of difficult words with their meanings, especially one given at the end of a book or passage.

grammar : the study or use of the rules for changing the form of words and combining them to make sentences. Each language has its own grammar or set of rules.

hyperbole : use of exaggeration to achieve an effect. Example: If I can’t get a smartphone, I will die.

idiom : a phrase or a sentence that has a special meaning as a whole, which may be different from the meaning of the individual words.

For example, ‘I want to *go through* the book’.

Here, ‘go through’ means read.

indefinite article : ‘a/an’. See **article**.

indirect object : See **object**.

infinitive : the basic form of a verb : *come*, *go*, *be*. In English, this basic form can be used by itself or with ‘to’. Examples : (a) bare infinitive (used by itself) : I can *swim*; You must *come*; He made them *cry*; I let the fish *go*. (b) to infinitive : Who wants *to come*?; I like *to sleep*; She learnt *to ride* a bike ; He asked us *to stand up*.

intonation : the rise and fall of voice that adds meaning to what is said. For example, the voice rises or goes up at the end in ‘*You need coffee*?’ to show that it is a question.

intransitive verbs : verbs that do not need an object are intransitive verbs.
Example: *Dogs bark.*

irony : use of words to imply the opposite of what they mean.
Example: When Kapil broke the cup while washing it, his mother said, ‘That’s wonderful’!

letter[1] : a written/printed sign that stands for a speech sound. While writing English, we use **capital letters** (*A*, *B*, *C*, ...) and **small letters** (*a*, *b*, *c*, ...).

letter[2] : a written message that is usually sent by post.

link verb (linking verb) : a verb that connects the subject of a sentence with its complement. Examples: You *look* beautiful; He *is* a doctor; He *is* nice.

Forms of ‘be’ with the pronouns.

I	am was (have/had) been	We	are were (have/had) been
You	are were (have/had) been	You	are were (have/had) been
He/She/It	is was (has) been	They	are were (have/had) been

metaphor : an imaginative expression that refers to someone/something as another person or thing. It implies that the person or thing has some quality of that other person or thing. The words 'as' or 'like' are not used in a metaphor.

Examples : The child was *a fountain of joy* to them; He is a *gem*; The mango is the *king of fruits*.

modal auxiliary (modal) : a helping verb. The modal auxiliaries are : can, may, shall, will, could, might, should, would, must, ought to, used to, need, dare

- We do not use 'to' before a modal.
- We do not add '–ed' or '–ing' to a modal.
- We can form questions and negative sentences using modals without using the auxiliaries be, have or do.

Examples : *Can* you *swim*? *May* I *drink* water? *Must* he *complain*? He *cannot jump* high. You *must not cry*. One *may not like* it.

> A modal auxiliary is always followed by an **infinitive**.

Examples : can *sing*, may *go*, shall *write*, etc. See **auxiliary** and **verb**.

> Collect examples of sentences where modal auxiliaries are used. Translate them into your mother tongue, keeping in mind the context in which they are used.

noun : a word that is used to name :

- a person (*Rohan*, *Reshma* as also *girl*, *doctor*, *student*)
- an animal (*cow*, *hare*)
- a place (*Mumbai*, *mountain*, *school*)
- a thing (*table*, *house*, *milk*)
- an idea/quality (*anger*, *courage*), etc.

The names given to particular persons or places are known as **proper nouns** (eg., *Anand*, *Nagpur*, *Narmada*). The rest are **common nouns** (eg., *boy*, *city*, *river*, *book*).

Common nouns can be further classified into **concrete** and **abstract** nouns. Concrete nouns stand for things that you can actually touch or see.

Examples : *building*, *lion*, *plant*, *spoon*. Abstract nouns stand for ideas, qualities, feelings, etc. that you cannot actually touch or see. Examples : *bravery*, *wisdom*, *pity*, *poverty*, *thought*, *childhood*, *laughter*.

Some nouns stand for groups of things or people. Such a noun is known as a **collective** noun. Examples : a *crowd* of people, a *class* of children, a *herd* of cattle, a *flock* of birds, *lists* of names, *packs* of wolves.

Some nouns refer to something that can be counted, eg., *two spoons*, *three stars*, *four ideas*. They are **countable nouns**. Some nouns refer to something that cannot be counted, eg., *light*, *water*, *strength*. They are **uncountable nouns**.

A countable noun has two forms — **singular** and **plural**. When it refers to one thing, it is singular, eg., *moon*, *flower*, *man*, *cat*. When it refers to many things, it is plural, eg., *moons*, *flowers*, *men*, *cats*.

Many nouns end with -ness, -ity, -ment, -tion.

noun clause : a clause that functions as a noun. (As the subject, object or complement in a sentence.)

Example: I want to know *what you think*.

novel : a long written story, usually about imaginary characters and events. A novel is usually long enough to fill a book.

object : a word, phrase, or clause in a sentence that refers to the person, thing, etc. affected by the action of the verb.

Examples : She cooked *rice*;

He gave me *a pen*; She bought *a car*.

There are two types of object : **direct** and **indirect**. The **direct object** is directly affected by the action. For example, in 'He gave me *a pen*' ; a pen is the direct object.

Indirect object refers to the person or thing to whom/for whom the action is done. 'He gave *me* a pen', *me* is the indirect object.

Some verbs do not need any objects.

Examples : fly : Birds fly.

rain : It rained heavily.

They are called **intransitive verbs**.

Some verbs need an object/objects.

Examples : read : I read a book.
catch : He caught the ball.

These verbs are known as **transitive verbs**.

onomatopoeia : a word/s imitating the sound of what it refers to – *bang*, *hiss*, *splash*, etc.

paragraph : a part or section of a piece of writing. A paragraph starts on a new line. Usually, it has one main idea.

part of speech : In grammar, words are divided into classes known as parts of speech. They are : noun, pronoun, verb, adjective, adverb, preposition, conjunction and interjection.

participle : a word formed from a verb by adding '–ing' (present participle) or '–ed/–en' (past participle).

passive voice : See **voice**.

past : it is the time before the present time, the time that has gone by. We use past tense forms of verbs to show actions/ events in the past, eg., 'She *took* my book yesterday.' 'I *was* in Std VII last year.' 'Long ago, there *lived* a king.'

pause : a temporary stop in speech. When we read aloud, we take a pause at a comma, semi-colon and full stop.

perfect : See **aspect**.

personification : referring to a thing or quality as if they can think and act like a person.

Examples : Flowers danced in the meadow.

Jealousy reared its ugly head.

phonetic symbols : symbols that show the different sounds in our speech.

In writing, we use letters to show sounds. But some letters stand for many sounds, for example, the letter 'c' stands for both 's' and 'k' sounds – ni**c**e, **c**ity, **c**ut, **c**all.

On the other hand, some of the different letters stand for one and the same sound. The 'a' in all, the 'aw' in dawn, the 'o' in born, all stand for the same sound. The sound 'f' is shown by different letters in –*f*ish, cou*gh*, gra*ph* and pu*ff*.

Therefore, sometimes a special system of writing is used in which one symbol (letter) stands for only one sound. These special symbols are called phonetic symbols. They are used in a dictionary to show the pronunciation of words.

phrase : a short, meaningful group of words; a meaningful part of a sentence.

play : a story/piece of writing which actors perform in a theatre. It includes the conversation between the characters and also the stage directions with sound and light effects, that is, description of what happens on the stage. You can perform a play on radio or TV, too.

plural : the form of a **noun**, **pronoun** or **verb** which refers to many persons or things, eg., *children*, *tigers*, *caps*, *we*, *they*.

In English, we do not use the plural pronoun 'they' to refer to an elderly or senior person. We use 'he' or 'she'.

poem : a piece of writing, in which usually there are short lines with rhyming words at the end. Some poems may not have rhyming words at the end. The lines often have rhythm. Poems express deep emotions, memorable experiences or striking images in beautiful, fitting words. There are humorous poems, too.

predicate : a part of a sentence that tells us something about the **subject**. In 'Birds fly in the sky', 'Birds' is the subject and 'fly in the sky' is the predicate.

prefix : a letter or group of letters added to the front of a word to change its meaning and make a new word.

Examples : *un*+tie, *non*+stop, *dis*+like, *mis*+lead, *super*+man, *over*+eat, *mini*+bus, *counter*+attack, *inter*+national, *re*+wind, *tri*+angle, *vice*+president.

preposition : a word/group of words used before a noun or pronoun to show place, time, position, etc. Examples : *in* the park, *on* the table, *at* home, *from* Monday *to* Friday, *after* 5 pm, *in front of* the school, etc.

present : the time now. We use the present tense forms of verbs to show the actions/ events that are happening now, eg., She *goes* to school. It *looks* beautiful.

progressive : See **aspect**.

pronoun : a word that is used instead of a noun. The pronouns in English are *I, we, you, he, she, it, they* and their forms like *my, mine, me.*

pronunciation : the particular way in which words are said.

prose : written language in the ordinary form, not in the form of poems. Examples of prose are passages, stories, reports, etc.

proverb : a short, well-known sentence or phrase that gives advice or tells you what is generally true. For example, '*A stitch in time saves nine*' means 'If one does something in time or immediately, it saves a lot of work later'. A proverb is also known as a **saying**.

pun : a play on words based on their different meanings, for a humorous effect.

Example: Writing with a broken pencil is **pointless**.

Punctuation

In writing, we show words and sentences separately. We also show whether a sentence is a question or an exclamation or a statement. We show what each person has said in the course of conversation. We show these and many other things with the help of certain marks. Punctuation is a system of using these marks in writing. We use them to separate or specify certain items.

apostrophe : ['] , The apostrophe is a punctuation mark. It is used with 's' (or by itself) to show that a thing or a person belongs to somebody.

Examples : • Raju's toys • My brother's bat • Her friend's father • the cow's tail • the princess's ring • a week's holiday

– Note that ['s] is used mainly with the names of living things and also in some phrases denoting time. Normally, it is not used with non-living things. We say –

• '*the leg of the table*' and not '*the table's leg*'.

• '*the surface of the wall*' and not '*the wall's surface*'.

With the pronoun 'it', we use only [s] and not ['s].

Examples : *its horns, its cover.*

– With a plural noun ending with 's', we use only the apostrophe and not ['s].

Examples : *Boys' School, rabbits' ears.*

– We can use either only ['] or ['s] with names ending in 's'.

Examples : *Suhas's bag or Suhas' bag.*

- The apostrophe is also used to show that a letter / letters have been omitted.

  Examples : *I'm* (I am), *He'll* (He will). It's means 'it is' or 'it has'.
- The apostrophe is sometimes used to show the plural of letters and numbers. Example : Dot your *i's* and cross your *t's*.

capital letters : Capitals or capital letters are used –

- to begin a sentence :

  *I*t is raining ; *B*irds fly ; *W*hat's your name? ;

  *H*ow nice! *G*o home.
- to begin each line of a poem :

  *I*nto the sunshine,
  *F*ull of the light,
  *L*eaping and flashing
  *F*rom morn till night!
- to begin a proper noun and words derived from a proper noun : *S*ushma, *G*eorge, *E*nglish, *I*ndian, *H*imalaya, *P*une.
- In titles of books, films, stories, etc. : *B*albharati, *S*leeping *B*eauty, *T*he *L*ast *L*eaf.
- In some abbreviations : *B.A.*, *S*mt., PTO

The pronoun 'I' and the exclamation 'O' are always in capital.

colon : [:] A colon is used –

- to introduce a list or examples :
  - We need the following : a pen, a pencil, a ruler and a piece of paper.
  - There are three types of volcanoes : active, dormant and extinct.
- between two closely connected sentences.

- to introduce a quotation, the speech of a character in a play.

comma : [,] Commas show a slight pause. They are used –

- to separate words in a list :
  – There were lions, tigers, horses, monkeys and dogs.
- to separate **phrases** or **clauses** :
  – 'By the way, since you are interested in these little problems, and since you were good enough to record some of my experiences, you may be interested in this.'
- in writing conversations :
  – "Come here," she said.
  – He said, "That's right!"
- to separate an introductory word or phrase that applies to the whole sentence.

  As a result, they lost the match.
- before or after the word or words used to address someone:
  – Elementary, my dear Watson!
  – Daddy, I have a question.

dash : [–] It is used to separate parts of a sentence :

– She was counting something in a very low voice – almost a whisper.

– Sometimes it is used in place of the colon.

exclamation mark : [!] It is used after an interjection or exclamation :

– Congratulations !

– Wish you all the best!

– Shocking!

full stop : [.] It is also known as 'period'. It shows a longer pause. It is used :

- at the end of a statement or order :
  – Dogs are loyal.
  – Come in.
- in some abbreviations : B.Sc.

hyphen : [-] It is used to connect the parts of a compound word: double-click, easy-going.

It is also used to show that a word continues on the next line.

question mark : [?] It is used at the end of a question.

– What time is it?

– Do you know the answer?

– Why don't you join us?

quotation marks : [' '] They are also known as inverted commas. They are used :

- to mark a quotation, or a specially used word or phrase.
- Double quotation marks are used in writing conversations.

semi-colon : [;] It shows a pause. It is used to separate clauses, especially those which are NOT joined by a conjunction.

question : a sentence or phrase that you use to get information or to ask for something, etc.

register : language used in a particular context or subject matter.

rhyme¹ : a short poem or song for children.

rhyme² : If two words rhyme, they end with the same sound. For example, the word 'king' rhymes with 'ring' but you cannot rhyme 'pack' with 'book'.

rhyme scheme : pattern of rhymes used in a poem at the end of lines in each stanza. This pattern of rhymes or rhyme scheme is shown with the help of letters of the alphabet as *aabb* or *abab*, etc.

rhythm : a regular repeated pattern of sounds or movement.

scene : a part of a play or film. The place and time of action (whatever is happening in the play or film) does not change in the same scene.

sentence : A group of words that expresses a complete idea — a statement, a question or a command.

Examples : • *My elder brother is in college.* • *Do you know this address?* • *Be quick.* Sentences can be classified into three types – simple, compound and complex. A **simple sentence** is one that has only one

subject and one predicate. It has only one finite verb. Example: • *Margie was hurt.* Compound and complex sentences have two or more clauses.

A sentence made of two or more main or independent clauses **is compound sentence**. Example: • *Open your books and start reading the poem.* • *I called him, but he did not stop.*

A complex sentence consists of one main or independent clause and one or more subordinate (dependent) clauses.

Example: • *I went out because I wanted to play with my friends.*

These subordinate or dependent clauses cannot make independent sentences.

short story : a short written story about imaginary characters and events.

simile : an imaginative comparison of two different things which have something in common. A simile always includes the words 'as' or 'like'.

Examples : as playful as a kitten

as lovely as a flower.

simple sentence : See **sentence.**

singular : the form of a **noun**, **pronoun** or **verb** which refers to one person or thing, eg., *child*, *tiger*, *cup*, *I*, *it*, *he*, *she*.

sound : a sound is something that you hear.

stanza : A stanza is a part of a poem. The lines in a stanza usually have rhyming words at the end. Separate stanzas in a poem are shown by more space/distance between them, or by changing the arrangement of lines.

statement : a statement is something that you state, that is, say or write to give definite information. eg., '*The sky is blue.*'

stress : Stress is the extra force used when pronouncing or saying a **word** or **syllable**. For example, in the word '**Eng**lish', the syllable '**Eng**' is stressed. In the sentence, 'Say it in **English**!' the word English is stressed.

subject[1] : The subject of a sentence is the part which names the person, thing, etc. that we speak about. The remaining part of the sentence is known as **predicate**.

subject[2] : a word or phrase in a sentence that shows who or what does the action (the action stated by the verb).

Example : *My mother* saw a peacock in the garden.

The glass fell from the table.

The subject usually comes first in a sentence.

The subject is left out in commands :

Example : Go home.

The **singular** or **plural** form of the **verb** depends on the subject:

She was sleeping.	All the girls were sleeping.
Monica likes mangoes.	Monica and her friends like mangoes.
He is going home.	They are going home.
Raju has a sister.	They have a cousin.

suffix : a letter or group of letters added at the end of a word to make another word.

Examples : cook+*er*, act+*or*, book+*let*, child+*hood*

friend+*ship*, king+*dom*, care+*ful*, read+*able*,

act+*ion* : action, simple+*fy* : simplify, scare+*y* : scary,

perfect+*ion* : perfection.

Sometimes, the last letter/letters of the word may be changed/dropped while adding a suffix.

superlative degree : See **degrees of comparison.**

syllable : a part of a word. There is one vowel sound in each syllable. It may have one or more consonant sounds at the beginning or at the end. The syllables in some words are shown here : *a-go* (ago), *ac-tion* (action), *crea-ture* (creature), *jo-ker* (joker), *ex-pla-na-tion* (explanation).

Words like *no*, *cat*, *ask*, *torn*, *school* have one syllable.

synonym : two or more words from the same language that have the same or more or less the same meaning :

good-nice-pretty, shut-closed-sealed.

tense : the form of a verb which shows the time at which an action happens — the **past** (She *went*), the **present** (She *goes*) or the **future** (She *will go*). See **aspect**.

thesaurus : a type of dictionary that lists words according to their meaning. Words and phrases with similar meaning are put together in a thesaurus. It is very useful for writers.

title : the name of a book, poem, story, picture, etc.

tragedy : • a play or film with a sad ending.

transitive verbs : Verbs that need an object are called transitive verbs.

Example: He *wrote* a poem.

verb : a word or group of words that shows action :

— what people or things do and what happens to them (*write*, *fall*, *float*).

— A verb may also describe a happening : It *rained* ; It *became* dark, or

— a state : She *was* unhappy.

Verbs have different forms that show **tenses**, the time of the action to which the verb refers. (**future**, **past** and **present**.)

Verbs have singular and plural forms only in the case of the present tense : *comes* (singular), *come* (plural).

- Note that we do not use singular forms with 'I' and 'you': *I come*, *You smile*; and NOT I comes, You smiles.

The verbs **be** (am/are, is/are, was/were, being, been), **have** (has, have, having, had) and **do** (does, do, doing, did, done) can be used as main verbs in a sentence.

Examples :

- be: I *am* twelve years old. They *were* ready.
- have : I *have* a brother. The dinosaur *had* a long tail.
- do : *Do* your best. She *did* some work.

These verbs are also used with the main verbs in a sentence to show certain things. Then, they are called **auxiliary** or **helping** verbs.

• 'Be + main verb' shows that the action is not complete; it goes on, eg., I *am* running./It *is* raining. They *were* playing. (The present and the past progressive respectively.)

• 'Have + main verb' shows that the action about which we are talking now, is/was complete, eg., I *have* done my homework. She *had* read the book. (The present and the past perfect respectively.)

• 'Do' is used with the main verb –

(a) to form questions: *Do* you *know* the answer?

Did you *see* the bird?

What *do* you *want*?

What *did* the queen *tell* them?

(b) to form negative sentences : We *did not go* back.

'Be' and 'have' auxiliaries can also form questions and negatives. 'Do' is not needed when these are used.

Examples :

(a) Questions : *Are* you *writing* a story?

Have you *written* this?

Why *have* you *come* back?

(b) Negatives : I *was not feeling* well.

She *had not seen* the book.

There are other verbs like *can*, *could*, *may*, *might*, *will*, *would*, *shall*, *should*, *must*, *ought to*, *used to*, etc. which show whether something is possible, allowed, necessary, etc. These are known as modal verbs or **modal auxiliaries**. They, too, are used as auxiliaries with the main verbs.

Examples : I *can* swim.

You *may* come in. You *should* not work too hard. *Must* you go? See **tense**, **aspect**, **auxiliary**.

verse : • poems in general, or

• a group of lines forming a unit in a poem or song, eg., a song with four verses.

voice : the form of a verb that shows whether the subject of a sentence does an action (active voice) or has an action done to it (passive voice).

Examples: The policeman *stopped* the traffic. (active voice)

The traffic *was stopped* by the policeman. (passive voice)

Note that the **object** in the active sentence becomes the **subject** of the passive sentence and the verb form includes a form of 'be' + past participle.

We normally use the passive voice to emphasize what happened, happens, etc. rather than 'who' or 'what' does the action. In the passive sentence, the 'doer' of the action may or may not be mentioned. We use 'by' before it, when it is mentioned :

The nuts were cracked.

The nuts were cracked *by a squirrel*.

The nuts were cracked *by a squirrel with its teeth*.

vowel : a **speech sound** you make without closing any part of your mouth or throat. For example, 'अॅ', 'आ'. A vowel **letter** is a letter of the alphabet that stands for a vowel sound.

The vowel letters are : *a*, *e*, *i*, *o*, *u*. The letter 'y' too, sometimes stands for a vowel.

Note that one letter may stand for different sounds in different words. For example, the same vowel letter 'a' stands for different vowel sounds in the words **:** ***a***ll, ***a***te, ***a***nt, ***a***rm, etc.

word : a group of sounds/letters that has meaning. A word is a unit of language. A word is written by leaving spaces on both the sides.

Many times, new words are formed using different processes. They are affixation – adding a prefix or suffix to another word. (b) conversion – changing the class of a word without adding a prefix or suffix. Example: 'run' (verb) and 'run' (noun). (c) compounding – joining two or more words to produce a word with a new meaning. Example: tea + pot = teapot.

There are also certain other processes of word formation such as –

(a) forming reduplicatives by joining two similar sounding elements.
Example: *tick-tock*

(b) clipping a word.
Example: photography - photo, telephone - phone

(c) forming acronyms or new words from the initial letters of words.
Example: *TV* (television), *ISRO* (Indian Space Research Organisation.)

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